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THE INFLUENCE OF STUDENTS' ATTITUDE AND PERSONALITY TRAITS TOWARDS THEIR ENGLISH LEARNING ACHIEVEMENT AT SMPN 3 KUOK

THESIS

Submitted to State Islamic University Sultan Syarif Kasim Riau
in partial fulfillment for the requirements for the degree
of Magister in English Education



State Islamic University of Sultan Syarif Kasim Riau



BY:

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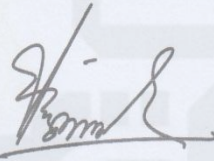
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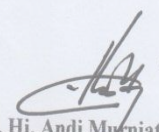
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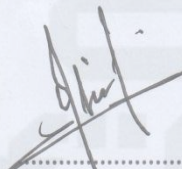
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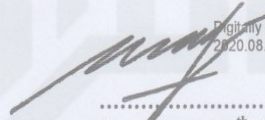
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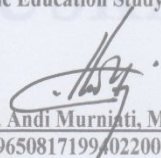
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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

In the Name of Allah the Most Gracious and the Most Merciful

Praise belongs to Allah Almighty, the Lord of the universe. Regard and pray to our Prophet Muhammad, Peace Be upon Him.

This thesis is written and intended to submit a partial requirement for the degree of Magister in English Education at the Postgraduate Program, State Islamic University of Sultan Syarif Kasim Riau entitled “ The Influence of Student’ Attitude and Personality Traits towards Their English Achievement at SMPN 3 Kuok ”.

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Pekanbaru, July 7th 2020

The Writer,

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LIST OF CONTENTS

ACKNOWLEDGEMENT	v
LIST OF CONTENTS	viii
LIST OF TABLES	xi
LIST OF DIAGRAMS	xii
TRANSLITERATION GUIDELINES	xiii
ABSTRACT	xv
CHAPTER I: INTRODUCTION	1
1.1 Background of the Study	1
1.2 Statement of the Study	5
1.3 Limitation of the Study	6
1.4 Purpose and The Objectives of the Research	7
1.5 Research Questions	7
1.6 Significance of the Study	8
1.7 Rationale of the Study	8
1.8 Definitions of Key Terms	10
CHAPTER II : REVIEW OF RELATED LITERATURE	12
2.1 Learning Achievement	12
2.1.1 Nature of Learning	12
2.1.2 Nature of Achievement	22
2.1.3 Factors Affective Learning Achievement	25
2.1.4 Measurement of Learning Achievement	28
2.2. Attitude in Learning English	33
2.2.1 The Nature of Attitude	33
2.2.2 Characteristics of Attitude	37
2.2.3 Components of Attitude	40
2.2.4 The Functions of Attitude	45
2.2.5 Measurement of Attitude	47
2.3. Personality Traits	52
2.3.1 The Nature of Personality	52
2.3.2 Traits	53
2.3.3 Personality Traits Domains	54
2.3.4 Personality and Second Language Learning	57
2.3.5 Personality Assessment	58

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2.4	The Relationship between Students' Attitude and their English Achievement	62
2.5	The Relationship between Students' Personality Traits and their English Achievement	64
2.6	Related Studies	66
2.7	Operational Concepts and Indicators	77
2.8	Assumption and Hypotheses	80
2.8.1	The Assumption.....	80
2.8.2	Hypotheses.....	80

CHAPTER III: RESEARCH METHODOLOGY 84

3.1	Research Design	84
3.2	The Location and the Time of the Research.....	85
3.3	Subject and Objective of the Research.....	85
3.4	The Population and The Sample	85
3.4.1	Population.....	85
3.4.2	Sample	86
3.5	Research Instruments	84
3.6	Validity and Reliability of Instrument	90
3.6.1	Validity	90
3.6.2	Reliability	94
3.7	Technique of Data Collection.....	96
3.8	Technique of Data Analysis	97

CHAPTER IV : DATA PRESENTATION, DATA ANALYSIS AND DISCUSSION 102

4.1	Findings	102
4.1.2	Is there any significant influence of attitude on students' English achievement at SMPN 3 Kuok?.....	102
4.1.2	Is there any significant influence of personality traits on students' English achievement at SMPN 3 Kuok?	107
4.1.3	Is there any significant influence of personality traits on students' English achievement at SMPN 3 Kuok?	113
4.1.4	Determinant Coefficient.....	115
4.2.	Discussion.....	115
4.2.1	The Contribution of Attitude towards English Learning Achievement	116

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4.2.2 The Contribution of Personality Traits towards English Learning Achievement ...	116
4.2.3 The Contribution of Attitude and Personality Traits towards English Learning Achievement	117

CHAPTER V : CONCLUSIONS, IMPLICATION AND RECOMMENDATION	119
5.1 Conclusion	119
5.2 Implication of The Research.....	120
5.3 Recommendation	122

**REFERENCES
APPENDICES**

LIST OF TABLES

Table II.1	The Categories of Students' Achievement	81
Table III.1	Population of Eight Grade Students of SMPN 3 Kuok	85
Table III.2	Blue Print of Attitude	88
Table III.3	Blue Print of Personality Traits	89
Table III.4	The validity of Attitude Questionnaires	91
Table III.5	The validity of Personality Traits Questionnaires	92
Table III.6	Reliability Analysis of Attitudes Test	95
Table III.7	Reliability Analysis of Personality Traits Test.....	96
Table III.8	The Category of Attitude.....	98
Table III.9	The Category of Personality Traits.....	99
Table III.10	The Category of English Achievement	100
Table IV.1	Descriptive Statistics of Attitude and English Achievement.....	102
Table IV.2	Result of Regression on Attitude and English Achievement.....	103
Table IV.3	R Square of Research Question 1	105
Table IV.4	The Classification of Students' Attitude Score	107
Table IV.5	Linearity of Attitude towards English Achievement.....	109
Table IV.6	Descriptive Statistics of Personality Traits and English Achievement.....	109
Table IV.7	Result of Regression on Personality Traits and English Achievement.....	110
Table IV.8	R Square of Research Question 2	111
Table IV.9	The Classification of Students' Personality Traits Score	113
Table IV.10	The Influence of Attitude and Personality Traits on English Achievement.....	115

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Table IV.11	Linearity of Personality Traits towards English Achievement.....	116
Table IV.12	Determinant Coefficient (R^2)	117



LIST OF DIAGRAMS

Diagram II.1	The Conceptual Framework	77
Diagram III.1	Research Design	84
Diagram IV.1	Students' Attitude towards their English Learning Achievement Plot	104
Diagram IV.2	Students' Personality Traits towards their English Learning Achievement Plot	110
Histogram 1	Students' Attitude	106
Histogram 2	Students' Personality Traits	112

TRANSLITERATION GUIDELINES

1. Single Consonant

Arabic Alphabet	Name	Latin Alphabet
ا	Alif	A
ب	Ba	B
ت	Ta	T
ث	Tsa	Ts
ج	Jim	J
ح	Ha	H
خ	Kha	Kh
د	Da	D
ذ	Dzal	Dz
ر	Ra	R
ز	Zai	Z
س	Sin	S
ش	Syin	Sy
ص	Shad	Sh
ض	Dhad	Dh
ط	Tha	Th
ظ	Zha	Zh
ع	‘ain	‘
غ	Ghain	Gh
ف	Fa	F
ق	Qaf	Q
ك	Kaf	K
ل	Lam	L
م	Mim	M
ن	Nun	N
و	Waw	W
ه	Ha	H
ء	Hamzah	‘
ي	Ya	Y

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2. Double Consonant

The double consonant is written double, for instance **العامه** written *al-ammah*.

3. Short Vowel

Fathah is written *a*, for instance **شرعية** (*Syari'ah*), Kasrah is written *i*, for instance **الجبالي** (*al-Jibali*) and *dhommah* is written *u*, for instance **ظلوما** (*zhuluman*).

4. Double Vowel

او is written *aw*, **و** is written *uw*, **اي** is written *ay*, and **ي** is written *i*.

5. Ta' Marbuthah

The stopped Ta' Marbuthah in the last verse h, for instance **الشريعة** is written *syaria'ah*, unless it has been taken into the Indonesian standard, for instance mayit. However, when it is read out, it is written *t*, for instance *al-maytatu* in Arabic: **الميتة**

6. Article Alif Lam

The article Alif Lam followed by Qomariyah and Syamsiah letters is written *al*, for instance **المسلم** is written *al-Muslimu*, unless when it is the name of person followed by the word Allah, for instance, **عبدالله** (*'Abdullah*).

7. Capital Letter

The capitalization is adjusted with the enhanced Indonesian spelling.

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ABSTRACT

Meiriska Nirmala Dewi (2020): The Influence of Students' Attitude and Personality Traits towards their English Learning Achievement at SMPN 3 Kuok

The aim of this study was to investigate the influence of attitude and personality traits of second year students' English achievement. The design of this research was a correlational study. The total of population was 86 students and they were taken as sample of this research. In collecting the data, questionnaires and documented data were used. In analyzing the data, the product moment was used. The finding of this study showed that there is significant influence of students' attitude towards their English learning achievement and the value of Pearson correlation was 0.314, the value of sig. (2-tailed) was 0.013. The second finding showed that there is significant influence of students' personality traits towards their English learning achievement and the value of Pearson correlation was 0.192, the value of sig. (2-tailed) was 0.014. Lastly, it can be concluded that the students with good attitudes as well as good personality traits and both cooperatively work during learning English, they will affect students' English achievement.

Key Words: Attitude, Personality Traits and English Learning Achievement.

ABSTRAK

Meiriska Nirmala Dewi (2020): Pengaruh Sikap dan Kepribadian Siswa terhadap Prestasi Belajar mereka dalam belajar Bahasa Inggris pada SMPN 3 Kuok

Tujuan dari penelitian ini adalah untuk menyelidiki pengaruh sikap dan kepribadian siswa kelas VIII SMPN 3 Kuok terhadap prestasi mereka dalam belajar bahasa Inggris. Desain penelitian ini adalah penelitian korelasional. Total populasi adalah 86 siswa dan mereka diambil sebagai sampel penelitian ini. Dalam mengumpulkan data, kuesioner dan data yang terdokumentasi berupa nilai semester ganjil siswa digunakan. Analisa produk momen digunakan dalam menganalisa data. Hasil penelitian ini menunjukkan bahwa ada pengaruh yang signifikan dari sikap siswa terhadap prestasi belajar bahasa Inggris mereka dan ditunjukkan nilai korelasi Pearson adalah 0,314, nilai sig. (2 arah) adalah 0,013. Hasil kedua menunjukkan bahwa ada pengaruh yang signifikan dari sifat kepribadian siswa terhadap prestasi belajar bahasa Inggris mereka dan nilai korelasi Pearson adalah 0,192, nilai sig. (2 arah) adalah 0,014. Terakhir, dapat disimpulkan bahwa siswa dengan sikap yang baik serta sifat kepribadian yang baik dan keduanya bekerja sama selama belajar bahasa Inggris, mereka akan mempengaruhi prestasi bahasa Inggris siswa.

Kata Kunci : Sikap, Kepribadian dan Prestasi Belajar Bahasa Inggris

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ملخص

ميرسك نرمالا ديوي (2020):
تأثير المواقف والشخصية على تحصيل تعلم الطلاب في تعلم اللغة الإنجليزية
في بالمدرسة الثانوية الحكومية 3 كواك

كان الهدف من هذه الدراسة هو التحقق من تأثير المواقف والسمات الشخصية لإنجاز طلاب اللغة الإنجليزية في السنة الثانية. كان تصميم هذا البحث دراسة ارتباطية. كان عدد السكان 86 طالبا وتم أخذهم كعينة من هذا البحث. في جمع البيانات ، تم استخدام الاستبيانات والبيانات الموثقة. في تحليل البيانات ، تم استخدام لحظة المنتج. أظهرت نتائج هذه الدراسة أن هناك تأثيراً كبيراً لموقف الطلاب تجاه تحصيلهم في تعلم اللغة الإنجليزية وأن . (ثنائي الطرف) كان 0.013. أظهر الاستنتاج الثاني أن هناك sig قيمة ارتباط بيرسون كانت 0.314 ، قيمة تأثيراً كبيراً لسمات شخصية الطلاب تجاه تحصيلهم في تعلم اللغة الإنجليزية وأن قيمة ارتباط بيرسون كانت . (ثنائي الطرف) كان 0.014. أخيراً ، يمكن استنتاج أن الطلاب ذوي المواقف الجيدة sig 0.192 ، قيمة بالإضافة إلى السمات الشخصية الجيدة ويعملون بشكل تعاوني أثناء تعلم اللغة الإنجليزية ، سيؤثرون على التحصيل الدراسي للطلاب

الإنجليزية اللغة في التعلم وإنجاز والشخصية الموقف :الرئيسية الكلمات

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CHAPTER I

INTRODUCTION

1.1. Background of the study

Communication plays an important role in human beings' life. Sanggam (2008:10) states that a set of rules used by human as a tool of their communication is language. It indicates the role of language is very important. One of the languages that is used and studied all over the world is English. People of different countries can communicate one another by using English. It makes English has been a necessity for many students in this world to support their education.

In Indonesia, English is taught and used as a foreign language. The students can learn English in formal and non-formal education system. At school, the students are prepared to be qualified human resources created by their science and knowledge. Their performance in learning English can be assessed by evaluating their learning process. The evaluation system will indicate the learning achievement of the students.

Hayati (2015) stated that the important of achievement in educational system is caused by the role of it as an indicator to see the successful of students in learning. Learning achievement defined as representation of knowledge of the students after learning a subject material. It indicates the students' status or level after learning and their ability to implement what they learnt.



Venkteshwar & Warriar (2016) defined academic achievement as the outcome of education which the extent of student, teacher, or institution has achieved their educational goals. Academic achievement is measured either by examinations or continuous assessments and the goal may differ from an individual or institution to another. Academic achievement is observed to be the direct outcome of learning.

According to Chien (1987), learning achievement is the acquisition of knowledge or skills that are developed by subject matter, usually indicated by test scores or numerical value is assigned by teachers. In other words, learning achievement can be said as the objective of learning and what the students want to reach.

Learning achievement is about how success the students master the materials of the learning object. Joy, Hamilton, and Ekeke (2013) stated that students' achievement in formal academic institutions can be observed from the rank-actualization in students' learning activities. The observation should be done by considering some instruments about subject materials have been taught and it is implied in the end of the learning process.

Colaste (2018) stated that academic achievement indicates the students' level ability of knowledge, understanding, skill and application. They are usually assessed and tested in the end of learning process, like semester test. It means that the students are considered in high level of understanding the knowledge, skill and application of study if they are got high score in annual examination.

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Learning achievement of students can be influenced by some factors i.e. the factor that is derived from the students (intrinsic) and from the outside of the students (extrinsic). According to Olivares-Cuhat, (2010), there are some series of learning process they are cognitive factors that consists of language aptitude and strategies. The second is affective factors that consists of students' attitudes, motivation, and anxiety. Next factor is metacognitive factor and the last is demographic factor.

As known, in educational system, learning achievement determines the level of students' learning process system. Almost every aspect of everyday life of students is carried out in test forms such as doing exercises, homework, project papers, reports, and even final exams, thus, we can realize how important the role of achievement for students in educational world.

Naderi et al (2009) stated that academic achievement is strongly influenced by demographic and psychological factors. Though a series of variables influence the achievement level of students in general, those students' attitude and creativity factors could be used to predict their achievement. However, few studies had been conducted to see whether the influence of students of attitude and creativity toward their English achievement.

Besides attitude, personality traits can also influence during the teaching and learning English subject. In accordance with big five factors proposed by Robert and Paul (1992), the students did not fulfill the criteria of having good personality traits in learning. The five factors of personality traits mentioned are neuroticism, extraversion, openness, agreeableness, and conscientiousness. For example, in



neuroticism factor, some students are prone to negative emotions such as anxiety, anger, hostility, resentment and depression. When they get difficulties in learning, they feel anxiety and do not want to find the way solve it.

In addition, Gajalakshmi (2013) stated that the students who have positive attitude towards any subject, usually they can achieve many things in that specific area. In other words, the students can achieve good score in learning if they have good attitudes. Furthermore, Abidin, Mohammadi and Alzwari (2012) stated that attitudes of students indicated by language attitudes in learning English can motivate them in doing learning performance to acquire the language learned. Attitude is a tendency of students to act in a certain way. It determines how individuals react to the situation. A good response in learning will indicate a good understanding and the learning target can be reached by the students.

In other hand, according to Schultz and Schultz, (2009) personality is an enduring and unique cluster of characteristics that may change in response to different situations. Furthermore, Sharp (2008) stated that Personality shows that every student has different characteristic and they are unique and unchanging. While traits, defined by Schultz and Schultz (2009), is a distinguishing personal characteristic or quality used to describe the personality of people we know and a growing-body is influenced by inherited biological factors being a significant genetic component to personality. According to Cattell (1990), traits is the mental elements of the personality. Only when people know someone's traits can we predict how person will behave in a given situation. Traits is relatively permanent reaction tendencies which are the basic structural units of personality. Eysenck

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(1963) also agreed that personality is composed of traits or factors obtained by the factor-analytic method.

Based on preliminary study at SMP N 3 Kuok on Monday 19th August 2019, the teacher explained about teaching and learning process in the classroom. Some of students have low achievement's score in learning English. The teacher said that she had apply some various learning techniques, strategies, and methods in teaching and learning process. It is needed to clarify the factors can influence the students in learning.

In some cases of teaching and learning process, some of the students did not show good attitudes towards learning English as well. They did not pay attention to the teacher when learning. In addition, the students did not notice English as an important subject to be learnt because it is a foreign language and they are not interested in learning English.

Based on phenomena above, it indicates that students have internal (psychology) factors affect their process of learning English. The factors are students' attitudes and their personality traits in learning. It was assumed that the attitudes and personality traits of students affect their English learning achievement. As conclusion, it is necessary to conduct a research entitled ***“THE INFLUENCE OF STUDENTS' ATTITUDE AND PERSONALITY TRAITS TOWARD THEIR LEARNING ACHIEVEMENT AT SMPN 3 KUOK”***.

1.2 Statement of Problem

The existence of learning achievement has been important for the students in formal education system. It is considered as a determinant factor after learning



the subject materials. However, in achieving the learning target, the students get disruption from their psychology factors. They are attitudes and personality factors. These two factors are considered influence the students learning achievement especially in learning English.

Because of those problems that the students had in academic achievement, so it would be an interesting research to see the influence among students' attitude and personality in learning English toward their English achievement. Those phenomena were needed to address questions. What is the level of students' attitude in learning English? What is the level of students' personality traits in learning English? What is the level of students' English learning achievement? Is there any significant influence between attitude toward students' learning achievement? Is there any significant influence personality traits toward students' learning achievement?

These questions are really important to give a general description what would observe in this study. Moreover, these questions also can be answered in the data presentation and also to lead before coming to research questions. Students' learning achievement in learning English should be increase. If the score of students in learning English increase, it reflects that the understanding of students will be increase too.

1.3 Limitation of the Problem

Based on the background and a statement of problems about students' learning achievement in English, the phenomenon happened indicates that there are affective and psychological factors influence the students English learning



achievement. But this study focuses only on two factors, they are attitude and personality traits. Then, this study will only focus on the influence of students' attitude and personality traits toward their learning achievement at SMPN 3 Kuok.

The subject of this study is limited only on the eighth grades students at SMPN 3 Kuok. This study focuses on how Learning achievement of students are influenced by affective factors; their attitudes and personality traits. In this regard, this study, through small in nature provided a picture on achievement level of junior high school students affected by attitude and personality traits. Moreover, data dealing with students' attitude and personality traits are by using questionnaires and documented data from English teacher.

1.4 Purpose and Objectives of the Study

The purpose of this study is to examine the influence of students' attitude and personality traits toward their learning achievement at SMPN 3 Kuok, and the objectives of this study are:

1. To examine the influence of students' attitude in learning English toward English achievement at SMPN 3 Kuok.
2. To examine the influence of students' personality traits in learning English toward English achievement at SMPN 3 Kuok.
3. To examine the influence both of attitudes and personality traits in learning English toward English achievement at SMPN 3 Kuok.



1.5 Research Questions

The research questions of this research are formulated as in the following questions:

1. Is there any influence of students' attitude on their learning achievement at SMPN 3 Kuok ?
2. Is there any influence of students' personality traits on their learning achievement at SMPN 3 Kuok?
3. Is there any influence both of attitudes and personality traits in learning English toward English achievement at SMPN 3 Kuok?

1.6 Significance of the Study

The reasons why this study is significant can be explained from two aspects. Firstly, this study investigates students' attitudes and personality traits on their English learning achievement. Consequently, this research might offer some empirical messages for English teacher about factors that influence students' learning achievement. Secondly, the results of students' attitudes and personality level give them information and hopefully it also helps them to improve their attitude and personality in learning English.

1.7 Rationale of the Study

This study was conducted to find out two factors; students' attitudes and personality traits toward their learning achievement in learning English at school. Ideally, Syah (2003) said that learning achievement is the pattern of deeds, values, understandings, attitudes, appreciation and skills. These patterns reflect the result



of students' learning activities in appropriate time. Therefore, this study will make it clear whether the students' attitude and personality traits can influence their learning achievement at school.

The improvement of students' attitudes and personality traits toward English is one of the keys to improve students' achievement in English. Unfortunately, negative attitudes and personality traits toward English abound. Dehbozorgi (2012) stated that language attitude is believed to be the factor that makes differences between underachievement and accomplishment.

Then, the teachers' role as a facilitator in the classroom should find a way to help the students improve their achievement. In addition, academic achievement is a standard of the students' successful in learning. It means that when students get high achievement, they will get success in achieving or gaining their goal, in the other words, when the students do not get success in achieving their goal, it means that the students are low in achievement.

Nabila (2015) stated that personality and creativity of students are determinant factor of students' learning achievement. Thus, the increase in the personality and creativity will give simultaneously effect on student achievement. Singh (2014, p. 30) explains, the students differ in their personal values; they receive and process information differently and also their personality trait is different in their understanding. It is often argued that a blend of personality characteristics is necessary for people to be successful in their career. Educators, researchers, and psychologists have been constantly searching for a set of variables that predicts the patterns of students' behaviors and relationship to



academic achievement. It means that is pertinent for personality can affect the students' achievement.

Furthermore, in the curriculum, the teachers give many chances to the students as object of education to develop their selves in the learning process, including learning in the classroom and learning outclass. The teachers give students opportunities to analyze something that the teachers give to be solved. Then the teachers also give students chance to be creative in solving the problems about the taught subject. So that by knowing the influence of that two factors through this study is very important not only for the students as object of education, but also for teachers and all stakeholders of the school to improve the students' achievement, especially in English achievement.

1.8 Definitions of Terms

In order to avoid the reader misunderstanding in reading this research, the definitions of the terms will be defined in the following:

1. **Influence** is the effect that a person or a person's response to others' think or behave somebody or something has on the way a person thinks or behaves in the appropriate works or things (Hornby, 2000). In this research, influence is a correlational research that attempts to determine whether, and to what degree, a relationship exists between two or more variables (Gay and Airasian, 2000). In other words, influence is a measure of the relationship between two set data in this research.
2. **Attitude** refers to our feelings and shapes our behaviors towards learning (Inal, Evin and Saracaloglu). It is a psychological phenomenon that is usually

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manifested in the form of behavior or action. This study focused to student's attitudes toward English. In this study, attitude referred to the behavior of the students at SMPN 3 Kuok toward learning English.

3. **Personality** is an organizing force within the individual that determines the characteristic pattern of behavior. In this research, personality means the character of students mentally. (Ewen, 2003). **A trait** is a distinguishing personal characteristic or quality used to describe the personality of people we know and a growing-body is influenced by inherited biological factors being a significant genetic component to personality (Schultz and Schultz, 2009).
4. **Achievement** generally refers to the good result from learning. Achievement is a thing done successfully with skill and effort reached through long process (Sumardi & Juhridin, 2013). In this study, students' English achievement is the English scores that students get after observing the learning activities at the school by the teacher.

UIN SUSKA RIAU

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Learning Achievement

2.1.1 Nature of Learning

Learning is a process of students in changing their behavior and the way of think. Brown (2000) stated that learning is a relatively permanent changes in behavioral tendency and it is the result of reinforced practice. In other words, learning is a change in behavior and needed a reinforcement to reinforce it. It implies that learning started when human was born until the end of their life.

According to Merriam - Webster dictionary, the definition of learning is the activity or process of gaining knowledge or skill by studying, practicing, being taught, or experiencing something. So, learning is a process that involves not only getting knowledge but also form of experiences and so on.

Based on NSIN research matters (2002) learning is reflective activity implemented by learners to take lessons from previous experiences and evaluate it to present situation. Then, it indicates the shape future action and formulate new knowledge. It means that, learning is a process of experiences that learners develop over time. Learning is a process not only getting lessons from the formal education but also getting knowledge from daily events happened in their life. In other words, people can be called learning if they always want to change their behaviors, abilities better than in the past. So, learning can be defined as long lasting changing of students' behavior based on their previous experiences or



discoveries passed. It means that the process of experience or discovery lead to a new understanding and enable to acquired knowledge in new situations. Then, knowledge acquisition involves process that transforms data from experience into organized information. In short, a permanent change in behavior due to experience.

Meanwhile, Jonassen and Missouri (2000) stated that Learning is a complex process, much more complex than the stimulus-response connections envisioned by behavioral psychologists or the information processes conceived by the cognitive psychologists who succeeded them. It can be assumed that learning is not a simple process as we think; it is a complex mental process that related to psychology factors.

Suharto (2003) stated that there are three components as the process of learning, they are:

1. The Input. The input is closely concerned with the student whose behavior will be shaped and changed;
2. Process is closely related to the teacher that conducts the process of learning;
3. The output is closely related to the learner whose behavior has been shaped as the result of the learning process.

Brown (2000), stated that learning as acquiring or getting of knowledge of a subject or a skill by study experience or instruction. It means that learning is the process to reach the knowledge.



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Learning has many terms to be known for teachers. In addition, Brown states that there are some classifications of the term “learning” into several components to be discussed clearly, they are:

1. Learning is a process to get or to acquire.
2. Learning is a saved information or skill.
3. Saved implies storage system, memory and cognitive process.
4. Learning consists of active and conscious focus.
5. Learning is relatively permanent.
6. Learning involves some kinds of practices.
7. Learning is a process of changing behavior.

In practice, learning is the process of changing behavior. As Kimble and Garmezy in Brown (2000) defined learning as a long lasting changing and shows the good result of practices. After learning, the learners are expected to change their way of thinking that could give influence to their behavior. Meanwhile, Brown (2000) stated that language learning is not a set of easy steps that can be programmed in a quick do-it-yourself kit. As stated before, learning is a long and complex ‘journey’ in which the learners explore all of their competences to think, feel, and so on. This long process reflected a big change in the result.

In Psychology of Education (PDE 106), learning is at the heart of perception, thinking, imagination, reasoning, judgments, attitudes personality traits, systems of value, and the development and organization of the activities that constitute personality of the individual. It means that learning is combinations of cognitive and affective domains that determine personality of people. Cognitive



domains show the intelligence level of learners in acquiring subject material while effective domains consist of personality of learners in process of learning.

From the definitions above, it can be said that learning is a long and complex process that should be passed by learners. It is a process implied by people to get a better result of the society interaction. Learning measurement can be indicated by people's changes from interaction among other people or with his environment. It is not simple but it is a complex process. This process can happen in a day, a week, a month or even for many years depend on many factors of subject learning. It will be short when learning a simple material, besides it will take a long time when learning the complex subject material.

In formal education, there are many subjects should be learned by students at school. One of them is English subject. At Junior High School level, English is one of important subjects besides Math, Indonesian and Science. These four subjects include in compulsory subjects which are examined in National Examination (UN) program by government of Indonesia.

Learning English is not an easy job. It requires four basic skills should be mastered by learners. The four basic skills are divided into two main skills, they are productive skills and receptive skills. According to Lorena Manaj (2015), these skills should be addressed in a way that helps students meet the standards that the teachers set for them and develop their communicative competence gradually. Moreover, this encompasses: *Listening and speaking*: these two skills are highly interrelated and work simultaneously in real life situations. So, the



integration of the two aims at fostering effective oral communication. This integration will assure real-life and purposeful communication. *Reading and writing*: they form a strong relationship with each other as skills. They are tools for achieving an effective written communication. Students need opportunities to develop their reading and writing skills. Developing students' competencies in reading and writing requires exposing students to gradually challenging reading materials and writing tasks. The aim is making students read and write effectively.

In reaching academic achievement in learning English, the students should master the four basic main skills they are listening, reading, speaking, and writing. The acquisition of these four skills should fulfill the basic competence proposed in learning English. Based on Permendikbud No. 24 Tahun 2016. Basic competence is the minimum acquired ability should be mastered by students for all lessons related to the core competencies.

For English lesson, four basic skills mentioned before has their own basic competence to be fulfilled by the students. Acquiring the basic competencies of each skill are expected to increase the learning achievements. For example, the students with good listening skill will understand the teacher said easily. They will be more active in teaching learning process because they understand about what teacher and others say in English. Then, their listening achievements will be good.

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According to Kurikulum 2013, here are the classifications of basic competence of four main skills; listening skill, reading skill, speaking skill, and writing skill that should be mastered by English learners.

1. Listening comprehension

Listening comprehension usually cover three abilities to be mastered:

- a. Students can understand and respond to the meaning of oral interpersonal and transactional texts. In relating to achievements, the students will get good listening achievement if they fulfill this competence.
- b. Students can understand and respond to short functional texts. The students with good understanding and response to short functional text will be easier in some learning materials related to short functional text. Then they will be included in to good listening achiever.
- c. Students can understand and respond to monolog of long functional texts. Several kinds of text taught are also included in listening comprehension section. When students have good listening comprehension about the texts, they will understand and respond to what speaker says easily.

In relating to achievement, the teacher should assess the students' listening comprehension. Knowing the listening comprehension of students are by assessing and testing them. It is aimed to measure the ability of students to decode sample of speeches. According to Brown (2004), listening comprehension assessment in indicating students' achievements involve two aspects:

- a. Micro skills aspects related to language aspects.



b. Macro skills related to content understanding.

Both micro and macro skills of listening comprehension support English learning achievements acquisition. The better listening comprehensions of students indicate the higher their English learning achievements.

2. Reading Comprehension

According to Junior High School curriculum, there are two basic competencies covered in reading comprehension:

a. Students can understand and respond to written short functional texts.

Ability to read do not only the ability in connecting spelling words into sentences but also get the meaning of it. The students are required to understand and respond to written texts as they get the point of it.

b. Students can understand and respond to written monolog of long functional texts. Understanding such descriptive, narrative, hortatory and other texts are required to fulfill the basic competences of reading comprehension.

To get the information of students' comprehension skill, the teacher can apply such test or assessment. The assessment of reading comprehension is used to measure the students' ability to decode writing texts. Harris (1996) provides some aspects to be measured in listening comprehension:

a. Understanding vocabulary meanings, the grammatical patterns, and graphic symbols (punctuation, capitalization, italicization, etc.) They covered a language and graphic symbols understanding.



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b. Understanding the purposes of writer and the central idea of texts, the subordinate ideas, and identifying conclusion and inferences. They are covered in ideas understanding.

c. Understanding the attitude of writers and their tone of writing, identifying the methods and stylistic devices conveyed ideas by the writers. They are covered in tone and style understanding.

In conclusion, the ability to read is required in reaching the good achievements in learning second language, especially in English learning. The students who are learning English as second language, need to master this skill well in order to make them easier in teaching learning process. Also, they will be more motivated in learning if they get clear information of written passages proposed.

3. Speaking Skill

Speaking skill is believed as a complex skill that requires simultaneous of different abilities at the same time. The students need to convey vocabularies, grammar, punctuation, and organization of content of speech. There are three basic competencies of speaking skills according to high school curriculum, they are:

- a. The students are able to express the meaning of interpersonal and transactional intends.
- b. The students are able in expressing the meaning of short functional texts.
- c. The students are able to express the meaning through monolog of long functional texts.



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The ability to speak shows its contribution in reaching language learning achievements since it is become one of measured aspects. Assessing speaking is not easy. According to Gultom (2016), speaking is the most difficult to assess. The teachers should provide stimulants to stimulate the students in performing oral abilities.

Harris (1996) provides some simple aspects to be measured in assessing speaking skills:

- a. Pronunciation aspects which include segmental and supra-segmental features.
- b. Grammar aspects which employ syntactical structures.
- c. Vocabulary aspects which show the choice of words (diction).
- d. Fluency aspects which indicate the flow ease and speed of speech.
- e. Comprehension aspect, shows the understandability of speech.

It can be inferred that the students with good speaking skill usually have high level of confident in expressing their ideas when learning. As the impact, they are easier in catching the learning meaning that make them also easier in reaching good learning achievements.

4. Writing Skill

Writing skill is a productive skill which is intended to be measured. The function is to get the information about students' ability in expressing their ideas



and thought through written texts. Based on high school curriculum, there are two main basic competencies of writing skill:

- a. Students are able to express meaning of short written functional texts.
- b. Students are able to express meaning of written monolog of long functional texts.

In connecting to students' English learning achievement, the teacher should assess the students' writing ability to get the information of their writing ability scores. In assessing writing, the teacher provides stimulants in order to be able to express the students ideas in understanding the meaning of short functional and long written monolog functional texts.

Harris (1996) states some components to be considered in assessing writing as follows:

- a. Content
It consists of writing substances and the expressed ideas.
- b. Forms
It consists of organizations of writing contents.
- c. Grammar
It consists of syntactical structures of writing contents.
- d. Style
It consists of the choice of structures and lexical items to give particular flavor of writing.
- e. Mechanics
It consists of the use of graphic convention in writing.

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Assessing the ability to write is used to get information about students' writing ability. Students' assessment of writing is also one of important aspects to be measured to get final score of students' achievements. So, writing ability of students has its own contribution to their achievements.

The role of language skill mastery is important in identifying students' achievements. David (2011) reviewed an approach about CLIL; Content and Language Integrated Learning in learning English as a foreign language to increase motivation of students. As known that motivation is one of external factors can influence students' learning achievements. Students who are motivated in learning then they will show good achievements. Moreover, Vandergrift (2005) analyzed motivation with regards to aspect of the language learning process closely associated with the classroom. It can be inferred that motivated students give influence to their learning activities in classroom.

Marsh (2008) explained that in both language and non-language subjects taught, proficiency is developed through Content and Language Integrated Learning (CLIL) Skills approach. It shows that when the ability of language learning skill mastery is well integrated, the students would have proficiency of that language well.

In addition, Euridyce (2006) proposes that the students with good language skills have good communication skills and they are motivated to learn language in real practical purposes as linguistic objectives.

In conclusion, some theories study about the role of language skills toward English learning achievements. Language skills plays an important role as one of



achievements aspects. When students have good learning skills, they will be motivated in learning and positively affected to their English learning achievements.

2.1.2 Nature of Achievement

Achievement can be said the final result after learning process. Achievement is very important in learning process because toward achievement we are able to know about the ability of students in learning process and we can measure fruitfulness of students in learning process. According to Hornby (1995), the word 'achievement' derives from 'achieve' which means to succeed in reaching a particular goal, status or standard especially by effort, skill, courage, etc. It means that to achieve particular goals, it needs an effort to reach it. In line with that, Naderi, Aizan, Sharir and Kumar (2009) stated that achievement in education includes high performance on tests, passing courses, and completing degrees. They also say that academic achievements normally can be influenced by demographic and psychology factors. It can be assumed that, to see how far the students have learned in learning process, kinds of tests are needed to measure it. Then, academic achievement is not only influenced by psychology factors, but it also might be influenced by other factors such as demographic factors.

According to Sudjana (2005), achievement is the result of students' changing behavior after passing some experiences. Students' achievements are essentially change three areas of scoring categories in learning, they are cognitive, affective, and psychomotor area. Meanwhile, Dimyati and Mudjiono (2006) state that students' achievements are the result of students' showing interaction after



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teaching and learning process in the class in appropriate time. In according to teachers' point of view, teaching is ended by the evaluation and assessment. By considering the students' point of view, achievement is indicated the result of teaching learning process.

Nabila (2015) stated that achievement means a standardized series of educational test to describe what the students have learned which they have done with their effort and skill. It means that achievement is the way to measure and describe students' ability that designed by test. Nabila also stated that the concept of achievement consists of three aspects namely knowledge, skills and attitudes. In other words, achievement is considered as a key of criterions of test to see how the students have already done in learning process.

According to Payne (2003), an Achievement test provides evidence about a student's status or level of learning. They may deal with knowledge of facts and principles in complex and usually life like situations. In general, it can be concluded that achievement is the progress that the students make in their learning. Achievement can be measured with either standardized or teacher made tests. The test is used to describe performance in the subjects of the curriculum.

Meriam – Webster Collegiate Dictionary (2004) asserted some definitions of achievement, they are:

- (1) Achievement is the act of achieving, accomplishment
- (2) a. Achievement is the result gained by effort
- b. Achievement is a great or heroic deed



(3) Achievement is the quality and quantity of a students' work.

In education area, achievement is as a standard of learners' success in learning. It is determined with scores decided by the institutional of education itself. This achievement is given at teaching and learning endings. It is based on students' performance during study, especially in the school; the achievement is given by the teachers.

In short, it means that something done successfully with efforts. So, achievement in learning means the results that the students get by doing activities like exercise and test in a learning process. In this research, learning English achievement is measured from students' achievement in mastering the language skill; they are receptive skill (listening and reading) and productive skills (speaking and writing). It can be inferred that achievement is t can be meant the result that achieved by students in learning process. In this study, students' learning achievement refers to the score of eighth grades students in semester test. The scores gained after assessing the students by teacher in summative assessment at the end of first semester on academic year 2019-2020.

2.1.3 Factors Affecting Learning Achievement

There are many factors affecting students' learning achievement. Factors that influence learning achievement can be divided into two general groups these are internal and external factors. It is supported by Suryabrata (1983), he stated that factors influencing students' learning achievement are factors that are coming



from students' external and internal sides. In short, both students' external and internal factors can affect students' achievement.

Here the explanation about external and internal factors that can affect students' learning achievement:

a) Internal Factor

Internal factors mean factors inside the students that influence them in learning English. There are two general groups in internal factor, namely; physiological factors and psychological factors.

a. Physiological factors.

In physiological factors, there are two kinds of conditions, they are; general physiology condition and particular physiology condition. General physiology condition refers to the healthy condition of students when learning. A student who is sick or has bad health condition has weak physic, so their sensory and motorist nerve become weak and they will be difficult to learn or study. Besides, particular physiology condition indicates the five senses function in learning process especially sight and hearing functions of students. another physical defect will disturb students' concentration in learning process. It also consists of another physical defect that can disturb concentration of students in learning process.

b. Psychological factors



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There are two types of psychological factors that can affect students learning process. first is Cognitive factors. It refers to talent and intelligence of students in learning. The second is non-cognitive factors refers to students' interest, motivation, and maturity.

b) External Factors

The external factor is learner subjects for example English because of the influence from outside. They need to learn English because there is English lesson at school.

Meanwhile, there are some other factors can affect learning process of students in acquiring learning material taught. These factors cannot be ignored and they should be known by teachers. They are:

1. Maturation

Learning is a thing that depends on mental age. Before learning takes place the sensory motor and pervious structure should reach a certain level of maturity. Maturation of both muscles and brain are necessary in any skill learning situation.

2. Observation

The ability for observation is a prerequisite for good perception and consequently for learning. Learning process is affected by observation. An individual observes process, behavior and phenomena and later copy them in his own way.

3. Insight



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Insight also plays an important part in learning. Insight is defined as a sudden flash of thought or solution in mind that helps one to face a problem to be solved situation.

4. Attention

Attention plays an important role in the education, and training process. Attention was associated earlier with will, judgment, reasoning etc. but attention is a selective activity of our consciousness. Attention is not a power of the mind. It is not static.

5. Interest

Interest is an inner disposition or tendency of readiness to perceive. Interest therefore elicits attention. An effective learning needs assimilation and attention as the requirements. In learning, a teacher should be able to create the interests as interest forms the basic prime of learning process.

6. Motivation

Motivation leads to attain objectives and goals. Motivation is also one of the psychological factors that gives much effect on language learning.

7. Fatigue

Cause of fatigue is loss of energy, loss of oxygen, limited storage of energy, loss of interest, development of dislike etc. Mental fatigue is caused by loss of interest and monotonous of learning.



2.1.4 Measurement of Learning Achievement

There are many ways to measure the achievement of a certain subject but most of teachers like doing a test or an examination. Normally, they conduct tests to make assessment and evaluation by giving them an objective or even a subjective test.

The role of evaluation is very important part in teaching and learning process. It is not only formed in testing. Brown (2010) stated that evaluation is the interpretation of information of all teaching learning process. It is not only reflected by a simple recording number or even a marking chart. Usually, an evaluation shows the consequences good or bad of the performance as the result to students.

According to Gultom (2016), evaluation is a procedure or method of knowing whether or not the teaching and learning processes have been done by the teachers effectively and properly by knowing whether the indicators, the materials, the learning strategies and media, the assessment procedures, and test items are in agreement with the competencies, the learners, and the learning situation. It means, all aspects of teaching learning process are in harmony and take place. It also reflects the quality of teaching and learning process which are obtained from the result of observation, interview, test, and assessment in classroom.

Besides, an assessment is used to assess the students' abilities in learning. As stated before, one way to do assessment is by implementing test. According to Brown (2003), there are three major types of test can be used they are:



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1. General Proficiency Test

General proficiency test is overall accumulative of students learning experiences. It indicates the result of what the students are capable of doing after having some learning experiences. There are three purposes of this test, they are:

- a. To determine the readiness of learning program. It can be implemented in the beginning of teaching learning process. It will help the teacher to check those students who are ready for learning and who are not.
- b. To classify individuals in appropriate language classes by distinguishing the degrees of proficiency which are used as a basic for selecting treatments for the students. This kind of test can be used to classify the students' background of knowledge in appropriate purposes.
- c. To diagnose the students' strength and weaknesses by providing a performance profile.

2. Aptitude test

An aptitude test is used to indicate the students' facility for acquiring specific skills. Normally, it is a screening test used by measuring students' potencies to predict their future performance.

3. Achievement test

An achievement test will always be used by teachers in a formal learning situation. The test indicates the extent to which the students have



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achieved skills or information acquired in learning target. It is usually used to measure students' achievement of their learning competencies. Then it also used to evaluate the effectiveness of learning instruction. By implementing an evaluation, the teacher will get the information about the degree of success of the teaching and learning process.

Measuring achievement through test and assessment needs a well consideration. In formal education form, the teacher uses instruments in testing and assessing students' achievement. According to Salvador and Carmen (2001), there are two types shift of test and assessment in measuring achievement they are:

1. Validity shift from behavioral to cognitive.
2. Psychometric shift from the application of the linear to item response model.

Pour (2015) defined an academic achievement as the main criteria in measuring education system to reach the academic purposes. Achievement means the proficiency that students have in their learning process. It is an indicator that what students get in their learning. There is a kind of test to measure it, it is called achievement test. It indicates information that students have mastered in learning process. It is designed in the scores by test score or teachers' marks. It can be assumed that, academic achievement is the way to measure of education system in other to get some academic purposes. It is quality and quantity of student's activity.



Achievement can be said as the accumulative result of learning process.

Usually it can be used to see the ability of students after teaching and learning process in appropriate time. In terms of English learning achievement, it can be meant as the result of English learning process that the students get from the teacher in form of score. The score can be a test that a teacher makes or a kind of standardized test. According to Berlin and Tavani (2013), schooling achievement is measured by the grade of pupils obtain in the different taught subjects. It means that, developed and gained knowledge in the school subjects; it is measured by the marks or scores that the students get.

According to Salvador and Carmen (2001), achievement is the competence of a person in relation to a domain of knowledge. Educationally, it indicates a competency of students in appropriate subjects. The competency is measured by assessing the students after learning process. And it can be formed by scores of students in subject taught. By this research, the subject meant is English subject.

Payne (2003) explained about how to measure an achievement:

1. Achievement is the effect of special program. It means that achievement is a special form of students' score after learning as the program passed.
2. Achievement is the effect of experiences that are relatively standardized. It refers to the experiences passed by learners after learning process.
3. Achievement is the effect of learning in controlled conditions by teachers.



4. Achievement is the result of students' act at a given point in time.

According to Brown (2010), achievement test refers to the test that is given to measure the ability of students within the classroom lesson, unit, or even total curriculum purposes. It is explained clearly that by knowing the level achievements of students will show the level of their overall abilities related to lesson, unit, or even total curriculum standard. The ability of students within the aspects mentioned reflects the score of their test that can be indicator of evaluation after learning. It is used to evaluate whether there is any weakness of teaching learning process after the program.

In conclusion, measuring achievement in academic purpose is applied by testing and assessing students' knowledge. The test and assessment are given by considering the instruments which are related to the material. The teacher can consider some test constructions in measuring the achievement of students. Then, there will be score of students' achievements as reflection for the students about how far their abilities are in English subject.

2.2 Attitude in Learning English

2.2.1 The Nature of Attitude

In Indonesia, attitude has been a crucial component in measuring the students' learning achievement. In line with curriculum 2013 which proposes attitude as the main factor to consider students' According to Alkaff (2013), the role of attitude in language learning is cannot be ignored because it is important to determine behavior of students. For example, it reflects the action taken in



learning and students' efforts in learning process. Attitudes can also be defined as the outcoming of students' perceptions in their behavior. In other words, it means reactions or responses which based on individuals' feelings.

In addition, Krech et al. (in Mar'at 1982) propose four ways of attitude formation toward objects. They are as follows:

1. Attitude is formed to fulfill the needs. Having the needs makes one form attitude toward object he is facing
2. Attitude is formed because the information one has. One of the attitude components is cognition which can give perception of objects he has. The perception is attained when he has information from knowledge, ethics and aesthetic which make belief toward the object. Having the belief forms attitude toward the object.
3. Attitude is formed because the individual is a member of group. The individual's attitude tends to reflect belief, value, and norm of his group.
4. Attitude is formed because of the personality. In the equation of attitudes among the members of group, it still can be seen that there are differences attitudes among the members. The differences are influenced by the personality of individual.

According to Samadani and Ibnian (2015), attitudes can be explicit and implicit. Explicit attitudes are those that we are consciously aware of and that clearly influence our behaviors and beliefs. Implicit attitudes are unconscious but still have an effect on our beliefs and behaviors.



According to Chaihiranwattana and Nookua (nd), attitudes of students may also influence their way in acquiring learning proficiency of any language learning. In other words, it can be inferred that attitude can guide the learners to achieve second language proficiency. It is also stated by Gajalakshmi (2013), who said that the attitudes of students are an integral part that becomes an essential component in acquiring second language learning pedagogy. It assumes that attitude is one of the major factors which cannot be separated from learning process especially learning a second language. So, learner attitudes have an impact on the level of L2 proficiency achievement.

According to Inal, Evin and Saracaloglu (nd), attitude refers to our feelings and shapes our behaviors towards learning. While, Chapman and Mcknight (2004) inferred attitudes as the way of students react mentally to a particular thing. It also reflects overall way of person's interpret about other say or do. Atchade states that attitude refers to the way of feeling, thinking or behaving of the learner. In short, attitude is kinds of emotions that the learners' have. An attitude is the beginning of a mental disposition of someone towards others and things arounds. Consequently, it can be seen in someone's actions and manifests in talking. It can be assumed that, attitude is feelings which have a strong impact on learner's behavior toward learning process.

Hosseini and Pourmandnia (2013) stated that attitude is usually defined as a disposition or tendency to respond positively or negatively towards a certain thing such as an idea, object, person, or situation. In other words, attitude has both positive and negative response toward a certain thing. These positive and negative



responses are reflected on the way of someone's act, speech, and behave. Attitude also can be seen as the way learners feel about learning a given language especially as this influences their learning ability.

Moreover, Brown (2000) adds "Attitudes, like all aspects of the development of cognition and affect in human beings, develop early in childhood and are the result of parents' and peers' attitudes, contact with people who are different in any number of ways, and interacting affective factors in the human experience". Each student has his own characteristics. The students come from different environment; there are male and female students, there are students with positive or negative attitudes, and there are slow learners and fast learners. It becomes clear that positive or negative attitudes of someone are stimulated by many factors.

Many factors can affect someone's attitudes. They will react to others based that factors. According to Anwar (2000), there are some factors that can affect the reaction of someone's attitudes, they are will be discussed clearly. The factors mentioned are:

a. Personal experience

It can be the basis for the formation of attitudes; personal experiences should leave a strong impression. Therefore, the attitude will be more easily formed when personal experience occurs in situations involving emotional factors.

b. Influence others that are considered important



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In general, people tend to have a conformist attitude or direction of the attitude of people who are considered important. This tends among motivated by the desire for affiliation and the desire to avoid conflict with the people who are considered important.

c. Influence of culture

Unwittingly steering line culture has instilled our attitude towards various issues. Culture has colored the attitude of members of the community, because the pattern is culture that gives individuals experience public care.

d. The mass media

In the newspapers and the healthcare radio or other communications media, which supposedly factual news delivered objective likely to be influenced by the attitude of the author, consequently affect the attitudes of consumers.

e. Institute of Education and Religious Institutions

Moral concepts and teachings of educational institutions and religious institutions determine the belief system it is not surprising that in turn affects the attitude concept.

f. Emotional Factors

Sometimes, a form of attitude is a statement that is based on emotion which serves as a sort of channeling frustration or alienation of the ego defense mechanisms.

From the statements of many experts above, it is important to summarize that an attitude is a mental process of a person toward an object. The mental



process itself influences the person to act toward something. In language learning, this is the mental position or feeling toward what language learned. In this case, English is the object that is felt or thought by the students mentally.

2.2.2 Characteristic of Attitude

Every individual has a different attitude, as described by McDonal (1959) in Sherliane T. Poai (2013:44) as follows:

1) Attitude imply a subject-object relation.

Attitude is related to object, people, place, events, abstract ideas, and concept in the environment of the person. A person differentiates himself from some aspect of his environment. This differentiation is the basis for the subject-object relationship. In other words, a person as a subject has different attitudes of another person who has another attitude toward an object.

2) Attitude have direction

Attitudes are directional orientations toward the object. An individual may agree or disagree or like or dislike something. An individual who has an attitude is not neutral toward the attitude object.

3) Attitudes are characterized by an intensity factor

Two people have many different attitudes towards a lesson. One student may agree with the lesson, but another student may disagree to his lesson. This attitude has been described by McDonald (1959) as follows: Psychologist who study attitude construct scales in such a way that an individual can strongly agree, or just agree, or strongly disagree



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or just disagree some attitudes statement. In describing people's attitudes, we can be conceived of them having degree of strengthen intensity. Intensity factor can be possessed by person that is the strong attitude. In other words, variations of strong attitude are concerned with intensity.

4) Attitude is acquired

A past experience can influence an attitude. The individual has new experiences and interprets these and integrates them into his ways of thinking, and feeling: for example, a student may have a positive or negative attitude toward his course of teacher because he has a little experience with other teachers.

5) Attitudes are characterized by stability and consistency.

An attitude is said to exist if the individual has acquired a stabilized and consistent way of interpreting and responding to his environment. An attitude is based on stability of behavior, so attitude can happen momentarily and spontaneously. It has been described by McDonald (1959) says that: the teacher can off in inferring what the attitudes of his students are if the interprets momentary or spontaneous reaction as indicators of a stabilized attitude. He added that, if the teacher remembers that attitudes are stabilized pattern of behavior, and not momentary, and spontaneous sets, he can avoid incorrect inferences about a student's attitudes.

Furthermore, the other characteristic attituded by Richard M.Perloff (2002) in his book divide three characteristic of attitudes, those are:



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1) Attitude is learnt

People are not born with attitudes. They acquire attitudes over the course of the socialization in childhood and adolescence. This has important implications. Its mean, that no one is born prejudiced. Children don't naturally discriminate against kids with different skin color or religious references. Over time, the kids acquire prejudiced attitudes. Or to be more blur, they learn to be hated.

2) Attitudes are global, typically emotional, evaluation

Attitudes are, first and foremost, evaluations. Having an attitude means that you have categorized something and made a judgment of its net value or worth. It means that you are no longer neutral about the topic. That doesn't mean you can't have mixed feelings, but your view on the issue is no longer bland without color.

3) Attitude influences thought and action.

Attitude and values, organized our social world. They allow us to quickly categorize people, places and events to figure out what's going on. Attitude comes in different shapes and size. Some attitude is strong, other are weaker and susceptible to influence. Still others contain, inconsistent elements. Some attitudes exert a stronger impact on thought and behavior than others.

2.2.3 Components of Attitude

The concept of attitude is reflected to three components, they are behavioral, cognitive, and affective. These three attitudinal aspects are defined



based on three approaches that have been proved theoretically. The approaches are behaviorism, cognitivism, and humanism. By the following, Abidin et al (2012) explained the three aspects of attitudes concept, they are behavioral, cognitive, and emotional.

1. Behavioral Aspect

Behavioral deals with how is the students think and react in particular situations. It can be said as responses created by students to others action or even a condition happened. Actually, second language learning can be said successfully if the learners are able to identify themselves with the native speakers of target language learned. They also have to acquire or adopt some characteristics of members of target language community. For example, the students are able to speak fluently according to the target language learned. The way they speak have to reflect the target language community even in different accent of language spoken. But the students do not have to imitate, they only have to behave as like as they always act. They should also filter the behavior of target language in order to avoid misunderstanding of behavior acts. Behavioral aspect also refers to language attitude reflected by the learners. It means the behavior of students in learning language.

2. Cognitive Aspect

Cognitive aspect in attitudes can be said as students' beliefs about the knowledge they have. It can also be defined as the students' understanding process in language learning. There are four steps as classifications of cognitive attitude in language learning. They are the ability of students in connecting the



previous knowledge into current one, creating the knowledge, checking the new knowledge, and applying the knowledge in particular situations.

3. Emotional Aspect

Feng and Chen (2009) defined learning process is an emotional process. It means that, there are varieties of emotions which activating students' expression derived as the result of activities in learning process. It is affected by different emotional factors. The teacher and his students engage in various emotional activities in it and varied fruits of emotions are yield. Attitude can help the learners to express whether they like or dislike the objects or surrounding situations. It is agreed that the inner feelings and emotions of FL learners influence their perspectives and their attitudes towards the target language (Choy & Troudi, 2006). In short, learning foreign language can be influenced by learners' feelings and emotions.

Based on Udhan' study (2011), attitudes construction consists of three components, they are cognitive, evaluative, and behavioral. The components' explanations are:

1. Cognitive component

Cognitive components consist of students' beliefs and perceptions about the objects or situations in relating to the attitude of students.

2. Evaluative component

Evaluative components reflect the positive and negative formed by students' attitude to any objects or situations.

3. Behavioral component



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Behavioral components appear when particular things stimulate students to adopt particular learning behavior.

Geen (1989) proposes another point of view about attitude. He argues that attitudes are multi-dimensional. He believes that there are three dimensions of attitudes consist of thoughts and beliefs, such as the belief that science or religious faith can reveal truths. The emotional dimension involves feelings, of like or dislike. A person may like the idea that the shroud of Turin is authentic because it makes her on him feel more spiritual. The third dimensions behavior that is how people show their beliefs and feelings, such as publicly, announcing and the shrouds authenticity or undergoing a religious conversion.

As mentioned, attitudes can also be defined as people responses to others behavior. According to Ostrom et al. (1994), there are at least three types of people responses in showing their attitudes to others. These three types of responses are usually called as tripartite of attitude, they are:

1. Affective responses

It refers to emotional feelings and psychological consequences of thinking about an attitude object.

2. Cognitive responses

It refers to the facts, knowledge structures, beliefs, inferences, and assumptions of students about attitude object.

3. Conative responses

It refers to students' behavioral attention to an attitude object. The students give direct act about others attitude directly.



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According to Zafarghandi and Jodai (2012), there are some outlines of questionnaires and their categorical structure toward students' attitude are as follows: interest in extracurricular English, interest in the international community, perceived utilities of English, attitude toward studying English, personality, organizational influence and attitude toward English class. Mantle-Bromley in Colak (2008) explains the three components of attitude, namely, affect, cognition, and behavior.

Chaihiranwattana and Nookua (nd) state that having positive attitude toward language learning is one of an internal motivation that will fuel students' desire to learn the language well. It assumes that, attitude is part of motivation which guides students to learn the foreign language well. As stated by Hosseini and Pourmandnia (2013) that in facilitating second language progressing, the role of positive attitudes can cause the development of integrative motivation that really impact to second language learning process. In short, positive attitude can facilitate the learners some progressions in second language learning.

In other words, Ellis (2002) proposes the level of L2 proficiency of students' achievement can be influenced by learners' attitudes. Learners with positive attitudes, who experience success, will have these attitudes reinforced. Similarly, learners' negative attitudes may be strengthened by lack of success. In other words, positive attitude will help the learners to improve their achievement. On the contrary, negative attitude will make the learners avoid learning the second language, so that they will get low achievement.



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Attitude factors cannot be seen, but a person's attitude can be inferred by observing his behavior in situation of responding where he has a choice to select or choose positive or negative ways to respond it. It means that a person's attitude of learning an object can be inferred by giving a kind of questionnaire that consists of a number of statements about objects, event or ideas. We infer his attitude of learning the object to which the items that he refers. The result of the questionnaire can be used to determine whether he has positive or negative attitude to respond it. In this study, the researcher will give the questionnaire about attitude of learning English in junior high school level.

Attitude of students in learning a language are able to influence the performance and even the achievement of them in learning that language. If the student holds positive attitudes toward the language, it will be affected to their performance in that language. Albalawi (2014) stated that attitudes are able to direct the students to behave and achieve the learning achievement. It means that, students' behavior and achievement in learning language can be influenced not only by attitude but also by situation. The role of attitudes does not only as students influence in achievement but also desire them to learn in general. Attitudes take place as someone's wish and interest to study. Attitudes play a very crucial role in language learning as they will appear to influence students' success or failure in their learning. Attitude might affect the students' way of thinking that direct the change of mind. This changing of mind assumed could affect the successful of learning.



2.2.4 The Function of Attitudes

The function of attitude can be classified into four functions by Schiffman (2004) in Soraya & Seima (2013:16):

1) The Utilitarian Function

People hold certain braind attitude partly because of utility. When a product or destination has served its purpose to us in the past, our attitudes attend to be favorable. In order to change people's attitude toward something. You need to show them that the item can provide something with a utilitarian purpose which they might not have thought before.

2) The ego-defensive function.

These are attitudes with which most people want to protect their ego and self-image. People rather have security and self-confidence than insecurity and uncertainty. An ego defensive attitudes help us protect our decision making even if the decision is a poor one.

3) The value-expressive function.

The value expressive function holds a person's general value, lifestyle and outlook. What a person values are seen in his/her lifestyle, e.g.

4) The Knowledge Function

People have the tendency or need to know and understand people and things they encounter. The need to know tends to be specific. Therefore, an individual who does not play golf, no wishes to learn the



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sport is unlikely to seek knowledge or understanding a game. This will influence the amount information search devoted to this topic. Thus, out of our need to know come attitudes about what we believe, we need or do not need to understand.

Based on the theories of attitudes' function, it means that attitude has its different function with different people. Every person has a different attitude in her/his self that will reflect a response to a certain thing happened. In teaching learning process, knowing the different kinds attitudes of students will help the teacher in considering a teaching treatment to make teaching and learning process will be more enjoyable and effective.

2.2.5 Measurement of Attitude

There are many ways to measure attitudes. For instance, there is attitude/Motivation Test Batter (AMBT) was developed by Gardner (1985). It was adopted by many researchers to measure the various components of the socio-educational model in acquiring the second language. Based on amount of research efforts has been made, it still indicates that attitudes and motivations of students are associated with second language learning achievement.

Gardner (2005) claimed that AMTB is quite appropriate to be used in other countries and cultures where English is taught and learnt as a foreign language. He also stated that the results obtained from AMTB support the validity of socio-educational model. The AMTB is a very useful instrument in that it is



designed to follow psychometric tenets which govern the questionnaire. It functions as the major components of Gardner's theory and includes 32 items.

According to Carrasco and Lucas (2015) there are several functions of doing attitudes measurement, they are:

1. To understand of the factors can influence people's choices and behaviors
2. To change people's related preferences
3. To predict how people response of different interventions
4. To measure the reactions of people to new and emerging trends

According to AECT the handbook of research (2001), the way in collecting attitude information, there are four widely used and accepted categories, or approaches. These approaches are as follows:

1. Self-reports

This approach provides the students to report their own attitudes directly. Self-report consists of all procedures that are asked to be reported by the students. It can be performed orally, like by doing interviews, survey, or polls. It can also be applied in written forms like by giving the students questionnaires, rating scales, journals, or even diaries. Self-reports represent the most direct type of attitude assessment and should be employed, unless the people who are being investigated are unable or unwilling to provide the necessary information. Questions like "How do you feel about X?" where X is the attitude construct under investigation are often asked in self-reports.



2. Report of others

This approach refers to others report about students' attitudes. It can also be formed by asking the parent's report about their children' attitudes. Then, this approach can be implemented when teacher does not believe in his/her students' own report.

3. Sociometric procedures

This approach can be implemented by asking the students about their friends' attitudes. So, the students' give opinion about each other's attitudes. The teacher can propose a particular thing pattern to the students and asks them to guess who is of them which reflects the pattern.

4. Records

Records takes important when it contains related information about attitudes. For instance, it will be effective way to do when we need to determine and check whether the students' response when a school's program held. In this part of time, the school's maintenance records might give an index of the program's effectiveness. The amount of trash picked up from the school's floors might yield relevant information, too. The students who have school pride are less likely to throw trash on the floor.

In handbook of research of AECT, within each of those categories mentioned, there are strategies for measuring attitude-related behaviors. Most commonly, attitude measurement is accomplished by one of the following techniques:

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1. Questionnaires and rating scales.

Questionnaires and rating scales are instruments that present information to a respondent in writing and then require a written response, such as a check, a circle, a word, a sentence, or several sentences. Attitude rating scales are special kinds of questionnaires. They are developed according to strict procedures that ensure that responses can be summed to yield a single score representing one attitude. Questionnaires and rating scales are often used because they permit anonymity permit the responder time to answer, can be given to many people simultaneously, provide uniformity across measurement situations, permit relatively easy data interpretation, and can be mailed or administered directly. Their main disadvantage is they do not permit as much flexibility as do some other techniques. It is the way of researcher did in collecting the data about students' attitude in learning English.

2. Interviews

Interviews are face-to-face meetings between two or more people in which the respondent answers questions. A survey is a highly structured interview. Often surveys are conducted over the telephone, an approximation of face-to-face interviewing. A poll is a headcount. Respondents are given a limited number of options and asked to select one. For example, word-of-mouth procedures, such as interviews, surveys, and polls, are useful because they can be read to people who cannot read or who may not understand written questions. They guarantee a relatively high response rate, they are

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best for some kinds of information especially when people might change their answers if responses were written, and they are very flexible. There are two major problems with interviews. First, they are very time consuming. Second, it is Possible that the interviewer may influence the respondent.

3. Written reports

It such as logs, journals, and diaries. Logs, journals, and diaries are descriptions of activities, experiences, and feelings written during the course of the Program. Generally, they are running accounts consisting of many entries prepared on an event, on a daily or weekly basis. The main advantage of this approach is that reports provide a wealth of information about a person's experiences and feelings. The main problem is in extracting, categorizing, and interpreting the information. Written reports require a great deal of time by both the respondent and the researcher.

4. Observations

Observations require the students to dedicate their attention to others behavior in a natural setting at a certain period of time. The main purpose of observation is to increase pertaining, disinteresting, and unbiased credibility of observers. Formal observations often bring to attention actions and attitudes that might otherwise be overlooked. Observations sometimes take a long time in doing and it makes the observers do not comfort of it. The presence of an observer almost always alters what is taking place in a situation.



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Henerson, Morris & Fitz-Gibbo (1987) stated specific strategy for attitude measurement should be chosen which is appropriate for the type of attitude construct of interest, the type of learner, and the situation being examined. The procedures summarized above are those most often used. Others strategies are available, but attitude researchers are cautioned to select a technique appropriate to their research questions and a technique they are competent to carry out. In this research, the method of collecting the data used five points of Likert scale questionnaires of survey. These five points are, Strongly Agree, Agree, Undecided, Disagree, and Strongly Disagree. Then the score of questionnaires converted based on appropriate interval attitudes score.

In conclusion, the researcher adopted the questionnaires from other sources to measure students' attitude in learning English. It was applied to see the students' behavior, cognitive, and emotions responses when they are learning English.

2.3 Personality Traits

2.3.1 The Nature of Personality

The word personality through students' learning becomes one of the factors to determine their successful to acquire the second language learned. Personality plays an important role in influencing learners' willingness in acquiring their second language. This idea is supported by numerous scholars who have conducted intensive research and even have written books about it.



According to Troike (2005), he states that there are three factors which influence learners in acquiring their second language acquisition, they are: linguistic, psychology and social context. In relating to this future research, our focus is only on psychology where personality takes place. Troike also mentioned that learners' diversity in acquiring a second language is also influenced by personality factor.

Bernard Spolsky (1989) mentions that there are some aspects of students' can affect their second language acquiring, they are:

1. Intelligence, which is correlated to the school related to second language learning but not in functional communication.
2. Aptitude, which is related to intelligence of students in social function.
3. Learning Styles and Strategies, refers to the special effort and way of students' in learning. Every student has their own style and strategy.
4. Anxiety, refers to different forms from applying correct learning style. They are more 'individual' than 'social'.

It shows the influence of personality takes place in second language learning acquiring for the learners. Some other scholars also gave clear opinion about the existing of personality influence in second language learning achievement. Yan Zhang (2008) quoted: "A number of theories hold that personality factors significantly influence the degree of success that individuals achieve in learning a second language (Gass & Selinker, 1994) based on the assumption that some features of the learner's personality might encourage or inhibit second language learning (Cook, 1996)".



2.3.2 Traits

In psychology, trait theory is an approach to the study of human personality. Trait theorists are primarily interested in the measurement of traits, which can be defined as habitual patterns of behavior, thought, and emotion. According to this perspective, traits are relatively stable over time, differ across individuals (e.g. Some people are outgoing whereas others are not), and influence behavior. Traits are in contrast to states which are more transitory dispositions.

In some theories and systems, traits are something a person either has or does not have, but in many other traits are dimensions such as extraversion vs. introversion, with each person's rating somewhere along this spectrum.

Gordon Allport was an early pioneer in the study of traits, which he also referred to as dispositions. In his approach, "cardinal" traits are those that dominate and shape a person's behavior; their ruling passions/obsessions, such as a need for money, fame, etc. By contrast, "central" traits such as honesty are characteristics found in some degree in every person - and finally "secondary" traits are those seen only in certain circumstances (such as particular likes or dislikes that a very close friend may know), which are included to provide a complete picture of human complexity.

2.3.3 Personality Traits Domains

Personality traits domains show the characteristic of personality of people. Hans Eysenck (Ghazi et al, 2013) introduced a model of well-known personality traits, they are:

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1. Introversion/ Extraversion

It involves how people attend and focus to people directly. It indicates whether they are 'open' or not.

2. Neuroticism/ Emotional Stability

It relates to moodiness versus even-temperedness of people. It shows whether people are easy to stimulate in negative effect or not.

3. Psychoticism

It shows that whether people are suffering the mental illness or not. Those who are high on psychoticism trait usually feel difficult in dealing with reality.

While Cherry (2013) reviewed five categories which are usually described as follows:

1. Extraversion

This trait includes characteristics such as excitability, sociability, talkativeness, assertiveness and high amounts of emotional expressiveness.

2. Agreeableness

This personality dimension includes attributes such as trust, altruism, kindness, affection, and other behaviors.

3. Conscientiousness

Common features of this dimension include high levels of thoughtfulness, with good impulse control and goal-directed behaviors. Those high in conscientiousness tends to be organized and mindful of details.



4. Neuroticism

Individuals high in this trait tend to experience emotional instability, anxiety, moodiness, irritability, and sadness.

5. Openness

This trait features characteristics such as imagination and insight, and those high in this trait also tend to have a broad range of interests.

Another expert mentioned the domains of personality is Dörnyei (2005).

He described the domains of personality according to Big Five model as it follows:

1. Openness to experience

High scorers are imaginative, curious, flexible, creative, moved by art, novelty seeking, original, and untraditional; low scorers are conservative, conventional, down-to-earth, unartistic, and practical.

2. Conscientiousness

High scorers are systematic, meticulous, efficient, organized, reliable, responsible, hard-working, persevering, and self-disciplined; low scorers are unreliable, aimless, careless, disorganized, late, lazy, negligent, and weak-willed.

3. Extraversion–introversion

High scorers are sociable, gregarious, active, assertive, passionate, and talkative; Low scorers are passive, quiet, reserved, withdrawn, sober, aloof, and restrained.



4. Agreeableness

High scorers are friendly, good-natured, likeable, kind, forgiving, trusting, cooperative, modest, and generous; low scorers are cold, cynical, rude, unpleasant, critical, antagonistic, suspicious, vengeful, irritable, and uncooperative.

5. Neuroticism–Emotional stability

High scorers are worried, anxious, insecure, depressed, self-conscious, moody, emotional, and unstable; low scorers are calm, relaxed, unemotional, hardy, comfortable, content, even tempered, and self-satisfied.

Several theories about domains of personality traits proved that there are several domains exist in human personality. But all of it are still related to Big Five Model of personality proposed by Goldberg (1992,1993). Those five models are Extraversion, Agreeableness, Conscientiousness, Neuroticism, and Openness. The questionnaires used of this study, however, also adopted from these big five model domain to measure students' personality traits towards English learning achievement.

2.3.4 Personality and Second Language Learning

Many researchers conducted different studies about personality and they defined the word personality as complex construction. Allport (1937) defined personality as one of the most abstract words in language which are consisting of theology, philosophy, sociology, law, and psychology. Meanwhile, Funder (2001) explained personality as the characteristic patterns of people thoughts, emotion,



and behavior which are dealing with the psychological aspects of them. Then, Pervin and John (2002) defined personality as the accounts for consistent form of people feeling, thinking, and behaving. Depends on several definitions of personality in language learning mentioned, Dornyei (2005) stressed the words 'consistent patterns' as a conclusion. He stated that there is a certain tendency about the way of individual behaves regarding on the actual situation.

Moody (2007) described about the exploration of personality and the way to measure it began in the late nineteenth century. It began by Allport, Odbert, and Catell in 1930s and 1940s who proposed The Big Five Model. The aim of it was to check if there was a certain consistency on how people behaved, then it should be reflected in the way them characterize others. Therefore, to provide a comprehensive list of personality factors, we used to collect all the possible adjectives in a given language. Then, we have to summit these adjectives to analysis factor even distill only underly personality dimensions or traits for smaller number. Goldberg (1992,1993), McCrae and Paul Costa (2003), and Dornyei (2005) needed several decades to study The Big Five till it becomes a solid framework appeared.

Although the traits are constructed very well and it leads people to trend the terms of personality in context of psychology, a study of Funder (2001) resulted that the Big Five cannot be the only one to determine personality of people.

Verhoeven and Vermeer (2002) conducted a study about Big Five personality. They studied 241 native and second language learners in Netherlands.

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They gave the participants instrument consisted of thirty statements including five personality domains. The objective of the study was to see the effect on communicative competence. The study showed that second language speakers' openness in experience related to all aspects of competencies communication, extraversion domain related to strategic competence, while conscientiousness related to organizational competence. Last, they suggested that extraverted learners are preferring to employ strategies of learning. They suggested that extraverted learners are more likely to employ strategies to redeem their weaknesses in learning language.

Second language learning is determined by some factors, one of them personality traits. As several researchers studied about the influence of personality especially The Big Five towards second language learning, the existence of personality influence is not able to be ignored.

2.3.5 Personality Assessment

Personality assessment consists of procedures for identifying similarities and differences among people in their personal characteristics and capacities. The commonly used self-report inventories and performance-based measures the cornerstone of the contemporary personality assessment, although the implications of personality test findings must always be weighed in light of information from other sources as well. These other sources include interview responses, collateral reports, and historical documents that provide information about a person's prior experience, sociocultural background, and current life circumstances.



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Implied in this attention to multiple sources of information is an important distinction between *testing* and *assessment*. As customarily defined, personality testing refers to the use of psychological tests to identify an individual's personality characteristics, whereas personality assessment involves integrating many kinds of information into a set of personality-based conclusions and recommendations concerning a person who has been evaluated (American Educational Research Association [AERA], American Psychological Association, and National Council on Measurement in Education, 1999).

Personality assessment derives its purposes from the relevance of personality characteristics to making decisions in clinical, health care, forensic, educational, and organizational settings. The clinical settings are the traditional and perhaps still the most common setting in which assessment psychologists conduct personality evaluations. Personality assessment in clinical settings is undertaken mainly to address questions of differential diagnosis and treatment planning. By clarifying the nature and extent of psychological disorder in persons being evaluated, personality assessment facilitates decisions about how best to provide treatment for them and monitor their progress in it.

Personality assessment also contributes to treatment planning and outcome evaluation by identifying individuals' personality strengths and weaknesses, their adaptive capacities and limitations, their preferred coping style, their underlying needs and concerns, and their attitudes toward themselves and other people. This information can help clinicians formulate treatment goals in psychotherapy and implement strategies for achieving these goals (see Beutler, Malik, Talebi,



Fleming, & Moleiro, 2004; Butcher, 1997; Hurt, Reznikoff, & Clarkin, 1991; Lambert & Hawkins, 2004; Weiner, 2004).

Personality assessment also emerged in nontraditional clinical settings as psychologists began to play consultative roles in these settings. Doing personality assessment in terms of health care is aimed to identify psychological aspect of physical illness, monitoring, adaptation to chronic illness or disability, considering surgery treatments, revealing the bad habits life styles causes, or disobeying to appropriate medical treatments. In setting of forensic, personality tests indicate contribution of mental impairment to determine competence and sanity. In terms of civil cases, the finding of personality assessment related to dysfunction or incapacity of psychological factors. It usually refers to adjust personality injury and disability claims. In several law cases, information of personality test shows the personal qualities and psychological adjustment of children and their parents. It is commonly used as a consideration to mediate child custody and visit rights.

In setting of education, personality assessments results are able to identify the need in providing counseling or special services. Normally, personality assessment is aimed to provide consultation for students who have learning problems. Even it can be done to determine students point of views to any subject.

Personality traits theory is defined by the intention of instruments in measuring the dimensions of personality presents. In other words, personality type instruments measure matching personality type theories. There are umbers of instruments that are able to measure the personality types, they are:

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- a. NEO-PI proposed by Eysenck with his Eysenck Personality Questionnaire (EPQ)
- b. The 16 Personality Factor Questionnaire (16PF)
- c. The Myer-Briggs Type Indicators (MBTI) which was proposed by mother and daughter Katherine Briggs and Isabel Briggs Myer in 1940.
- d. The Keirsey Temperament Sorter (KTS)
- e. NEO Five Factors Inventory (NEO-FFI) as the simplified of NEO-PI before.

According to Costa and McCrae (1992), the NEO-FFI is the sort form which is authorize the NEO-PI-R essentially. There are sixty (60) items of questions of NEO-PI-R to score the five personality domains, they are Neuroticism (N), Extraversion (E), Openness (O), Agreeableness (A), and Conscientiousness (C). but it was not containing the items to measure the aspects within each domain. While NEO-FFI can be implemented in limited time of issue, the use of NEO-PI-R or only scores on the five domains are required. All the information needed in NEO-PI-R domains will be provided to apply NEO-FFI. This study, adopted the questionnaires from IPIP Big Five Factors proposed by Goldberg L.,R. in 1992. There were fifty (50) questions provided but the researcher took only 25 questions related to students' personality. This consideration needed to be clarified in order to make the students did not feel any tendency in answering too much questions of questionnaire given.



2.4 The Relationship between Students' Attitude and their English Achievement

The role of students' attitude towards language learning achievements have been discussed in some articles. Attitude is focus on how individual thinks, acts, and behaves about a particular thing. According to Mensah et al (2013), attitude can also be formed which comes from someone's experiences. The experiences stimulate her/him to perform attitudes. It can be concluded that attitude is a response of students about something based on what they have experienced.

In relating to language learning achievements, the role of attitude has particular impacts for the learners. Saidat (2010) stated that language attitudes of students have been considered in the previous 50 years because the development relation between the importance of language use and the nature of individuals. Moreover, Popham (2011) supported that the importance of attitudes in language learning. He stated that students' future behavior is influenced by three affective domains, they are attitudes, interests, and values. He also stated that three variables are important in language learning.

According Brown (2000), there are several studies about the effect of attitudes toward language learning. He came up with a conclusion that positive attitudes toward people, the native language group, and the target language group could enhance proficiency. It indicates that when students have positive attitude experience success, then the attitudes are reinforced. Besides, those with negative



attitudes may fail to progress and become even more negative in their language learning attitudes. Then it gives impact to their language learning achievements.

Attitudes towards language learning can help to see what people feel about the speakers of language. As Karahan (2008) states that students' attitude in learning language motivate them to have positive orientation towards learning English language. It means that the role of attitudes is very crucial in indicating the students' success or failure in language learning process.

Abidin et al (2012) described that the ability that attitudes and perceptions toward the target language also influence the ability of students to master the language besides mental competence or language skill. The attitude concept is able to increase the students' process in learning English to be more effective. It also can influence the natures of behavior and beliefs of students towards learning the language. Then it will identify students' tendency in acquiring the language learned. This statement strengthened that students' attitude influence the result of students' learning called achievements.

Finally, some proves of the role of attitudes towards English language learning achievements have been discussed clearly. Having good attitudes will indicate positive cognitive organization of students that stimulate attention and creativity in language learning, also the ability in learning the subject materials. Then, good attitudes of students are expected influence their language attitudes in learning process that has a good impact to their language learning achievements.

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2.5 The Relationship between Students' Personality Traits and their English Achievement

Personality shows a complexity tools that indicate and characterize the unique individuals. Based on Pervin and John (2001) they defined personality as someone's characteristics that consistently have impact to their patterns of feeling, thinking, and behaving. Personality traits concerns on generalization and personalization in determining tendencies of someone. It is also can be said the students' effort to adapt to their environment constantly and permanently. Some approaches of personality traits have contributed in education and give us information of personality traits as differences of students' variables in learning and behavior coding.

In education especially in language learning there are three personality traits taxonomies which have dominated the second and foreign language learning, they are Myer-Briggs Type Indicators (MBTI) typology, Eysenck's three-dimensional model, and the Big-Five Model proposed by Goldberg in 1992.

The Big Five Model as the focus of this study represents a taxonomy of the most basic and independent personality traits which have been discussed. According to Kayaoglu (2013), the significant role which personality traits play in motivation in learning second or foreign language. He also stated that good personality traits of students influence good motivation in learning second or foreign language.



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According to Dewaele (2013), personality traits of students develop their confident in speaking and speaking confidence and ready in communicating through English. It indicates one of big-five model personality of the students influence their confidence. It is the extraversion domain which include talkativeness indicator. In other words, the students with good extraversion of personality are motivated to speak confidently in learning, then it will influence their achievements in learning English as a foreign language.

Jafar (2014) reviewed MacIntyre and Charos research finding that global personality traits influenced second language learning motivation and willingness to communicate. It is supported by the mediation of intergroup attitude toward language, second language confidence and perceived communicative competence. It means that personality of students should be supported by motivation. In addition, MacIntyre et al stated that personality is central in setting the context for motivation to learn and communicate a second language.

In conclusion, some studies finding indicate there is influence of personality traits of learners towards their learning achievements. However, this current study focuses on overall students' personality traits influence towards their English learning achievements. Hopefully, students with good personality traits overall proved by high score of personality will get good English learning achievements.



2.6 Related Studies

There were some related studies in this research; the related studies were taken from some researches as done by some researchers around the world.

First, a journal from Alireza Jilardi Damavandi (2011) entitled Academic Achievement of Students with Different Learning Styles. The previous study was aimed to investigate whether there is any impact of learning styles of student to his/her academic achievement. this study was conducted to secondary school students in Iran. The Kolb Learning Style Inventory (1999) was conducted in at least eight public schools of Tehran. There were five subjects studied, English, science, math, history and geography. The mean score of those subjects was calculated for each student and it used to measure their academic achievement. The sample of this study were taken randomly of grades 10 students and selected 285 students. There were four learning styles studied to students' learning achievement. The result of ANOVA shows that the students have different learning styles and academic achievement. $[F(3, 285) = 9.52, p < .05]$; in particular, the mean scores of converging and assimilating groups are higher than diverging and accommodating groups significantly. It strengthened that different learning styles of students influence their academic achievement.

The previous study has a similarity with this present study where these two studies focus on knowing students' learning achievement as the result. The difference is the previous study only use two variables; one variable X and one variable Y. Where this present study has two variables X and one variable Y.

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another difference is about the subject studied, the previous study used five subjects to be research while this study only focuses on English subject.

Second, a journal from Prof. Dr. Abdallah Hussein El-Omari (2016) about Factors Affecting Students' Achievement in English Language Learning. This study was aimed to investigate whether there is any factor would affect students' achievement in English language learning. The sample of this study were the secondary school students' grades on first semester 2013/2014. The affective factors proposed are attitudinal, social, socioeconomic, and extracurricular. Those factors were believed have impact to English learning achievement of students by giving students yes/no questionnaire included in sixteen (16) items. The result of this study shows that there is significant relationship between affective factors and students' English language learning achievement.

The previous study has similarities with the present study. Firstly, it is lied on the variable X, where the previous study focuses on some factors affecting students' achievement in English language learning. The factors are attitudinal, social, socioeconomic, and extracurricular. One of the factors will be a variable X in this present study, it is attitudinal/attitude. Secondly, the similarity of these studies lied on variable Y used where they use academic achievement of the students. The difference is lied on the amounts of factors used in previous research are 16 factors whether in this present study will only focus on attitude and personality traits of students.

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Third, a journal from Ramona Henter (2014) which studied about Affective Factors involved in learning a foreign language. Foreign language acquisition refers to study the issue intensively, and it is based on the difference of individual variety in learning. Four series of factors in learning process are mentioned, they are cognitive factors (consist of language aptitude and learning strategies), affective factors (include attitudes, motivation, and anxiety), metacognitive factors, and demographic factors. The aim of this study is to analyze the contribution of affective factors to the first-year students of Psychological and Educational Sciences. They have chosen to analyze how affective factors contribute to their English proficiency. The instrument of this research used AMBT and an English language test. The result of this study shows that there is significant differences on how affective factors influence students in learning foreign language.

The study is similar with this present study, where took affective factors as the focus of study. This present study will use affective factors too, they are attitude and personality traits of students. But it is also different from this present study in deciding the use of variable amounts where it has only one variable x and this study has two variable x .

Forth, a journal from Clark R. Colaste (2018) about the impact of students' attitude towards English language on academic achievement. The sample of this study were two classes of the ninths grades students of Felisberto Verano National High School. The total of participants is eighty-eight (88). This research used descriptive quantitative method to determine the impact of English



language anxiety on the students' academic achievement. In measuring the level of students' anxiety and their achievement in English language learning, this research used a Likert-scale. The result of this study show that way of students think and behave towards English are related to their academic performance.

It can be shown that the previous research is same with this present research where they focus on the influence of students' attitude toward their English learning achievement. But it only focuses on one attitude factor where this present study focuses on two factors, attitude and personality traits.

Fifth, a journal from H. Herman Mustafa (2015) who investigated about students' attitudinal factors in learning English as a foreign language. The aim of this study was to analyze the attitudinal factors takes place to students in learning English as a foreign language. It was a descriptive research which applied attitudinal scale in showing attitudinal factors of students. The participants of this study were the second-year students of English Department academic year 2014/2015 of Indonesia University. This study used questionnaire which were designed to see the attitudinal factors influence the students' English learning as a foreign language. The attitudinal factors proposed were attitude, motivation, achievement motivation, interest, perseverance, and self-esteem. The result of this study shows that there is significant influence of attitudinal factors towards students' English learning as a foreign language. There is a positive correlation between students' attitude and enthusiasm where commitment and persistence are the main key to determine failure and successful of learning. The better attitudes of students, the higher motivation would they have to learn. the finding indicates

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that attitude factors are able to be increased by being involved in learning process.

Also, the best effective teaching method used will be able to motivate students to be more positive towards the language they learnt.

The previous research studied some attitudinal factors which can impact the students' English learning as a foreign language. One of it is attitude factor.

The previous and present studies have also on more similarity that is lied on research design where they use correlational research design. But they have one difference that is lied on factors studied where this present study will study attitude and personality of students where the previous study did not study about personality traits.

Sixth, a journal from Mohd Mahzan Awang (2013) entitled Students' Attitudes and Their Academic Performance in Nationhood Education. The main goal of the nationhood education is to instill the sense of loyalty and passion into the nation. In a Malaysian context, several academic subjects at higher education such as Malaysian Studies, Ethnic Relations and National Language have been implemented in order to achieve the goal. Malaysian Study is one of the compulsory courses offered by all private universities in Malaysia that is intended to educate students with national values, patriotism and belongingness to the country. However, past empirical evidence show that many students have a lack of interest to learn such subject. Therefore, the current study investigated contributing factors to students' academic achievement and also examined students' attitudes towards that subject. Using quantitative approach, the current study categorized four main factors namely the suitability and interest in syllabus,

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being active in class, early preparation and revision, types of enjoyable activities, interest in teaching aids and good class attendance. Using questionnaires and SPSS software as the main tools in this study, the mean score, frequency and percentage were obtained. It is concluded statistically from this study that students' perception of their lecturers plays a significant role in determining their learning outcomes in Malaysian Studies, while the lecturers are of the opinion that learning environment is a factor which contributes significantly to the students' achievement in this subject. The current study suggests that the teachers build upon excellent rapport with students and create an attractive and enjoyable environment to get the students to dynamically involve in the classroom activities and learn the Malaysian Studies enthusiastically and efficiently.

The previous study has a similarity with current study which is lied on the influence of attitude towards students learning achievement in learning English. But they are also different in deciding amounts of variables used. The previous study only focused on attitude while this current study focuses on attitude and personality traits.

Seventh, a journal from Attah RF, ITA PM, and Nchor EE (2018) who studied about Effect of students' attitude on academic achievement in English language in senior secondary schools in Calabar metropolis, cross river state, Nigeria. The study investigated whether students' attitude towards English Language has a significant influence on their academic achievement in English Language. The study took place in Calabar metropolis, Cross River State, and made use of a sample size of 660 Senior Secondary School two students (SSS II)

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drawn from 22 public secondary schools in Calabar metropolis. Purposive and Stratified Random sampling techniques were used to select the subjects and schools for the study. Data was generated through a well-structured and validated questionnaire titled “Student Characteristics Rating Scale” (SCRS) and a 30-item English Language Students’ Achievement Test, (ELAT). The Split-half reliability analysis was used to test for the reliability of the questionnaire; while Kuder-Richardson 20 (KR-20) tested the reliability of the English Language Achievement Test. Data were analyzed using Independent t-test at 0.05 level of significance. The result of the analysis showed that students’ attitude has a significant influence on their academic achievement in English Language in Calabar metropolis. Based on the findings, it was recommended, among others, that parents should inculcate the habit of reading in their children right from childhood because, as they grow up, it will also become part of their lives. In addition, parents should not give up on their children but should realize that their children can still develop good self-image and the right attitude towards their educational pursuits.

This previous study seems similar with this present study where they focus on the influence of students’ attitude on English language learning achievement of the students. But it has also different from this present study where it did not discuss any more factors like what this present study will do. There is one more factor to be studied in this present research, it is personality traits.

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Eighth, a journal from Rajib Ahmed Faisal (2019) about Influence of Personality and Learning Styles in English Language Achievement.

Reconnoitering the factors that may impact the academic achievement of learners is relevant for instructional scientists. The absence of knowledge of this likely connection with teachers and learners can lead to discouragement of the further perseverance of language learners. The present study seeks to define the prevalence of personality types and learning styles in Bangladeshi context as well as to address the impact of traits and styles on the samples (N = 676). A cross-sectional quantitative research design was used for this study and self-reported BFI questionnaire, VARK questionnaire and an achievement test were used for collecting relevant data. Analysis of data shows that Agreeable is the most dominant trait for both boys and girls. Again, boys prefer multiple learning styles (multimodal) whereas girls prefer Auditory. In this study, some demographic factors, personality traits and learning styles of the learners were discovered to have an important connection with GPA. Study results indicate that there is a statistically significant association between Multimodal and academic achievement. At the same time, the relationship between the trait extraversion and EFL learners, English language achievement is also found statistically significant. The results of the research questions are highly expected to offer educators some idea of amending the country's state of affairs in terms of EFL teaching and learning not just in Bangladesh but in other non-English nations as well. Further study can be done in exploring the learning styles and personality traits of the

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teachers as it is observed in previous studies that these are significantly related to the academic excellence.

The previous study has one similarity with this present study, where they focus on studying two independent variables influencing one dependent variable (English learning achievement). But they are different in choosing the independent variables while previous study used personality traits and learning style if students as independent variables. Then this present study focuses on attitude and personality traits as independent variables.

Ninth, a journal from Ari and Aryani (2017) who conducted a research about learning motivation and student achievement. It investigated analysis of description and the relationship between both learning motivation and students' achievement. Several studies agreed about the importance of learning in human life. Islamic science taught that learning process begins since a human was born and it ends when they die. It shows that learning takes a long-lasting time in practice. In fact, there are also some students who have less motivation in learning. Thus, this study was aimed to investigate the relationship between students' motivation toward their achievement. this study used a descriptive analysis method and simple correlation, which was investigated to 97 students taking course to Microeconomics and Indonesian. The result of this study shows that the students who are well motivated in learning would have good performance. It indicates that students' motivation is related to their learning achievement.

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The previous study is similar with this present study, it is lied on the analysis on students' achievement influenced by affective factor. But in fact, they are different in choosing affective factors used where the previous study focuses on motivation and this study focuses on attitude and personality as affective factors investigated to learning achievement of students.

Tenth, a journal from Akbar Molaei (2013) who investigated about the impact of conscientiousness personality traits on language learning strategy application in EFL context. This study investigated ELTIS (English language teaching institute of symbiosis in India). It was aimed to explore the effect of conscientiousness personality traits and involve the factors included such as competence, order, dutifulness, achievement striving, self-discipline, and the use of deliberation of learning strategies. The subject of this study involved 300 participants who are studying English but they were in different kind of courses of EILTIS in 2011-2012. This research used two kinds of questionnaires, a NEO-PI-R (MacCrae abd Costa, 2005) and a SILL is Strategy Inventory for Language Learning (Oxford, 1990). The technique of analyzing data used pearson product moment correlation and t test. Conscientiousness aspect mentioned before was in correlation with memory, metacognitive, and affective strategies. Achievement striving is correlated to memory, cognitive, metacognitive, and affective strategies of students. Self-discipline had a relationship with memory, cognitive, metacognitive, and social strategies. Deliberation was found only had a relationship with metacognitive strategies. As conclusion, the conscientiousness



aspects had relationship with students' language learning strategy in terms of any aspect influence.

One similarity of the previous study with this present study lied on the use of personality traits as their variable X. In fact, they are different in terms of choosing another factor of variable X where the previous study used only a personality which is consist of conscientiousness and memory strategies. This present study focuses on students' attitude and personality traits on their achievement. Although they look like same in one side, they are also difference each other.

Eleventh, a research by Siti Lailatul Khoiriyah (2016), who investigated the correlation among attitude, motivation, and speaking achievement of college students across personality factors. This research was aimed to find the relationship between attitude and motivation which was known as influential factors to speaking achievement of students across personality factors. It indicates the importance of attitude, motivation, and speaking achievement were influenced by personality factors. The subject of this research was sixty (60) students which did not learn English as Foreign Language at Maulana Malik Ibrahim State Islamis University of Malang. The instruments of this study used Attitude and Motivation Test Battery (AMTB), The Myers-Briggs Type Indicator (MBTI), TOEFL Test, and Speaking Test. The result of this study shows that there is significant correlation among attitudes, motivation, and speaking achievements of extrovert and introvert students as personality factors.

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The previous research is similar with this research, that also discussed about attitude and personality factors use in conducting the research. Even this research does not use motivation in any variable, they were mostly similar because in personality traits factor there is motivational aspect. The difference is lied on subjects of research, the previous research did a research to college students while this research to junior high school students, especially grade eight.

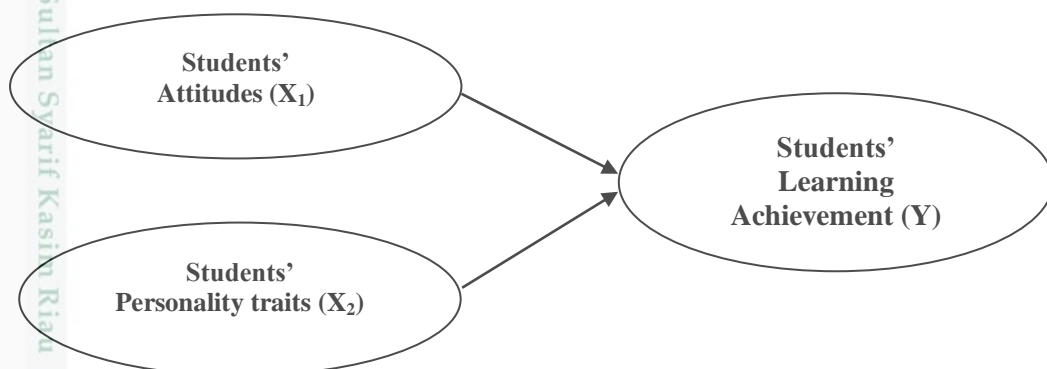
2.7 Operational Concepts and Indicators

The operational concept is a main element in avoiding misunderstanding and misinterpretation to carry out this research. It needs to clarify the variables used in analyzing the data of this research.

In this research, there were three variables; two of them are independent variables. The first independent variable in this research is attitudes. The second independent variable is personality traits, and one dependent variable; is students' learning achievement.

The concept of this study can be described in the diagram below:

Diagram II. 1
The Conceptual Framework





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In operating the research on all variables, this study, work based on the following indicators:

1. The indicators of students' attitude as variable (X^1) are:

a. Cognitive Aspect

- The students feel enthusiastic in learning English
- The students pay attention to English subject
- The students are active in discussion time
- The students rate others' performance in learning English
- The students are able to do assignment independently

b. Behavior Aspect

- The students are honest in making English task
- The students are coming on time to English class
- The students are keeping promises to others
- The students are able in working together in groups
- The students are helping each other

c. Emotional Aspect

- The students are respect to teacher and other friends
- The students are speaking politely
- The students sit in a good way
- The students use a soft voice in speaking
- The students do not interrupt when teacher or other friends are talking

In accordance with several indicators above, the researcher used a questionnaire contains twenty-five statements relating to that aspects. Students as



respondents of this research have to check one of alternative answers. The answers use a Likert-scale with interval score 5-1, Strongly Agree (5), Agree (4), Undecided (3), Disagree (2), and Strongly Disagree (1). The total score of students converted as an overall score of students' attitudes.

2. The indicators of five personality traits variable are:

a. Extraversion, the indicators are:

- 1) Students are the center the class.
- 2) Students' are happy to be center of attention.
- 3) Students are comfort around people.
- 4) Students are easy to start new conversation.
- 5) Students are easy to talk to different students at class.

b. Agreeableness

- 1) Students are easy to interested in new people known.
- 2) Students are sympathy to other friends.
- 3) Students are easy to touched.
- 4) Students are easy to spend time with others.
- 5) Students feel others' emotions.

c. Conscientiousness

- 1) Students have always well prepared.
- 2) Students have detail attention.
- 3) Students do homework right away.
- 4) Students like things in order.
- 5) Students follow a schedule.

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d. Neuroticism

- 1) Students are disturbed easily.
- 2) Students' are always changed mood.
- 3) Students are irritated easily.
- 4) Students are stressed out easily.
- 5) Students are upset easily.

e. Openness

- 1) Students have vocabulary skill.
- 2) Students have clear imagination.
- 3) Students have excellent ideas.
- 4) Students are quick in understanding things.
- 5) Students use difficult words.

In finding the overall of students' personality traits score, the researcher also used a questionnaire about big five model characters as an instrument. There are also twenty-five statements about students' personality traits domains. It was adopted from IPIP Big Five Model proposed by Goldberg L. R (1992). Each domain has five related statements about students' personality traits. It also used a Likert scale in determining students' personality traits score. The interval score 5-1, Strongly Agree (5), Agree (4), Undecided (3), Disagree (2), and Strongly Disagree (1). The total score of students converted as an overall score of students' personality traits.

3. Students' English achievement as (Y):



The indicators of students' achievement refer to standard competencies and basic competencies determined by Dirjen Kemendikbud about Kurikulum 2013. The data about the achievement of students in learning English was obtained by the measurement of summative test held by school at the end of first semester academic year 2019-2020. It was conducted on December, 2019. The student's score or achievement into some measurable categories are interpreted as follows:

Table 2.1. The Categories of Students' Achievement

THE SCORE LEVEL	CATEGORY
80 – 100	Very Good
66 – 79	Good
56 – 65	Enough
40 – 55	Less
0 – 39	Fail

Adopted from Sudijono in Duha(2009, p.54)

The standard minimum score (KKM) for English lesson of the second year of SMPN 3 Kuok is 70 point. The score of dependent variable (Y) can be seen based on English achievement obtained from the teacher's documentation.

2.6 Assumption and Hypotheses

2.6.1 Assumption

In this research, there are various factors that influence students' achievement. Martos (2014) explained that in measuring students' success and



acquiring and also using the second language, psychological factors stand as an important role. So, it was assumed that psychological factors such as attitude and personality traits could predict the students' achievement. Every student has a different attitude and personality traits toward learning English. Students that had good positive attitude and personality traits would have good English achievement. This study also assumed that there was a significant correlation between students' attitude and personality traits toward their English achievements.

Based on explanations above, it could be seen that the level of attitude promotes students' creativity. If students had a positive attitude it would set their level of creativity. Positive attitude produces positive personality. In other words, the more the positive students' attitude, the more positive their personality traits and the high score they would have. In addition, the extent to which students to be good in personality in the language learning process was determined by their attitude.

2.6.2 The Hypotheses

Hypothesis 1: Ha1 : There is a significant influence of students' attitude toward their learning English achievement at SMPN 3 Kuok.

Ho1 : There is no a significant influence of students' attitude toward their learning English achievement at SMPN 3 Kuok.

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Hypothesis 2: Ha2 : There is a significant influence of students' personality traits toward their learning English achievement at SMPN 3 Kuok.

Ho2 : There is no a significant influence of students' personality traits toward their learning English achievement at SMPN 3 Kuok.

Hypothesis 3: Ha3 : There is a significant influence of students' attitude and personality traits toward their learning English achievement at SMPN 3 Kuok.

Ho3 : There is no a significant influence of students' attitude and personality traits toward their learning English achievement at SMPN 3 Kuok.

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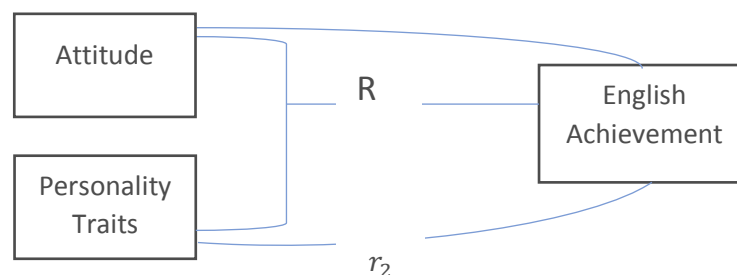
CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

The design of this research is categorized into a correlational research. The aim of this research is to investigate the influence of students' attitude and personality traits towards their English learning achievement. In this research, there are two kinds of variables: independent and dependent. Independent variables are those the investigators choose to study (and often manipulate) in order to assess their possible effect(s) on one or more variables. An independent variable is presumed to have an effect on, to influence somehow, another variable (Wallen and Fraenkel, 1991: 36). In this research, there are three variables used in this research, firstly independent variable students' attitude that is symbolized by "X¹" and students' personality traits in learning English which was symbolized by "X²", and dependent variable is English achievement symbolized by "Y".

Diagram III.1 Research Design Diagram





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3.2 Location and Time of the Research

This research was conducted at SMPN 3 Kuok which is located on Jl. Raya Pasir Pengaraian – Pekanbaru, Desa Silam, Kecamatan Kuok. The duration of the research was two weeks, 8– 20 June 2020.

3.3 Subject and Object of the Research

Based on the title of the research, the subject of the research is the eighth grade students of SMPN 3 Kuok, Riau Province. The object of this research was the influence of students' attitude and personality traits towards their learning achievement.

3.4 The Population and Sample of the Research

3.4.1 Population

The population of this research is the eighth grade students of SMPN 3 Kuok. Actually in this school, there were consist of 3 classes for eighth grade students. The total population of the research is 86 students.

Table III. 1
The Population of the Eighth Grade of SMPN 3 Kuok

No	Class	Population			Sample
		Male	Female	Total	
1.	VIII.A	15	14	29	
2.	VIII.B	13	17	30	



3.	VIII.C	13	14	27	
TOTAL		42	44	86	86

3.4.2 Sample

The sample of the research consisted of three classes comprised of 86 respondents. The sample of this study uses a total sampling. Sugiyono (2012), defined total sampling as the number of samples taken equal to the population (p. 85). The consideration of using this technique in order to decrease the biased sample, moreover, this technique represents the population.

Based on the number of populations, this research studied all numbers of population.

3.5 The Data Collection Techniques

In order to get the data needed to support this research, the instruments used are questionnaires and documented data.

a. Questionnaire

Hornby (1995) defined a questionnaire as a list of questions that should be answered by a group of people in order to get information or facts needed. Meanwhile, Arikunto (1998: 140) added that questionnaire is a set of questions that have to be answered by research respondents in getting the information about respondents' data, experience, attitude, knowledge, or even opinion. This research used questionnaires to investigate and to collect information about the students' attitude and personality traits toward English achievement. All sample will be asked to fill out the questionnaires in the presence of the writer. The Likert-scale will be used to give the weight of each questionnaire, they are:



Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D) and Strongly Disagree (SD). The score of every item depended on the statement. The positive range of the score is as 5-4-3-2-1.

The types of questionnaires by Joseph Muri (2005: 134):

1. Closed Questionnaire, questionnaires alternative predefined answers. Respondents only choose between alternatives that have been provided. They are not given any probability to give long answer in his or her way of explanation because the respondents only have to choose the available options. In this study, closed questionnaire would be used to measure the perception of students' attitude and personality in learning English.
2. Open Questionnaire, this questionnaire provides an opportunity for students to express their opinions about something in question in accordance with the views and abilities. Alternative answers are not provided. They created their own answers and sentences in the language itself. It enables the respondent to answer the question freely according to his or her interpretation and opinion.
3. Closed and open questionnaire, this questionnaire is a combination of the two forms that have been discussed.

In conclusion, this research used closed questionnaires in collecting the data of research needed. There were two questionnaires given to students as research respondents. The researcher provided twenty-five questions of attitude



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factor and twenty-five questions of personality traits factor. There were five answer options of each question that each were given score 1-5 according to Likert scale.

a. Attitudes Questionnaires

The questionnaire of attitude was the instrument used to collect data of students' attitude. This questionnaire consisted of 25 questions of which each provided 5 answers or alternatives (Very Disagree, Disagree, Undecided, Agree, Very Agree). The value of answer "Very Disagree" was 1 point, answer "Disagree" was 2 points, answer "Undecided" was 3 points, answer "Agree" was 4 points, and answer "Very Agree" was 5 points. According to Kurikulum 2013 (2013), the students' attitude is categorized by the scores or points 76 to 100 as very good, means the students' attitude are very good; the scores or points 51 to 75 as good, means the students' attitude are good; the scores or points 26 to 50 as enough, means the students' attitude are enough overall; and scores or points less than or equal to 25 as less, means the students' have bad attitude.

Table III.2
Blue Print of Personality Traits

No	Indicators	Items
1	Cognitive Aspects	1,2,3,4,5,6,7,8
2	Behavioral Aspects	9,10,11,12,13,14,15,16
3	Emotional Aspects	17,18,19,20,21,22,23,24,25

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b. Personality Traits Questionnaires

The questionnaire of personality was the instrument used to collect data of students' personality traits. This questionnaire consisted of 25 questions of which each provided 5 answers or alternatives (Very Disagree, Disagree, Undecided, Agree, Very Agree). The value of answer "Very Disagree" was 1 point, answer "Disagree" was 2 points, answer "Undecided" was 3 points, answer "Agree" was 4 points, and answer "Very Agree" was 5 points. According to Carter (2005), the students' personality trait is categorized by the scores or points 40 to 50 as extrovert, means the students enjoy being the center of attention and they will not be lacking in outer confidence; the scores or points 67 to 100 as extrovert, means the students enjoy being the center of attention and they will not be lacking in outer confidence; the scores 34 to 66 as ambivert, means the students can be an outgoing person or little shy person in particular time and condition and possess a much more appealing personality; and the scores less than or equal to 33 as introvert, means the students prefer to keep their views to themselves, feel worry about what people think, and feel less confident on people's reaction.



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Table III.3
Blue Print of Personality Traits

No	Indicators	Items
1	Extraversion	1,2,3,4,5
2	Agreeableness	6,7,8,9,10
3	Conscientiousness	11,12,13,14,15
4	Neuroticism	16,17,18,19,20
5	Openness	21,22,23,24,25

c. Documented Data

Documented data that was used in this research was students' English achievement data. In this research, final test used in assessing students' English achievement. The data of students' final test score was obtained from English teacher. With this instrument the researcher obtained a value of the data or the results of student achievement, that these data processed to determine the influence of attitudes and personality in learning English toward their achievement of English at SMPN 3 Kuok.

The instruments of this study were the questionnaires about attitudes and personality traits of students. The questionnaires were adopted from other sources. Questionnaires about attitude was adopted from research questionnaires conducted by Kinkin Wahyudin (2016) who studied about students' attitudes at University of Pendidikan Indonesia (UPI). The questionnaires about personality traits was adopted from IPIP Big-Five Factor Markers by Goldberg, L.R. (1992).



The researcher adopted only some items and make them relate to condition of students.

3.5.1 Validity and Reliability of Instrument

3.5.1.1 Validity

Validity is being clear about what is being measured and why. Validity focuses on ensuring that what the instrument “claims” to measure is truly what it is measuring (Lodico et al, 2006). To know the validity of both questionnaires of personality traits and self-confidence, construct validity which includes face validity and criterion validity were used. The SPSS 22.0 program version was used to analyze the validity of the questionnaires. Meanwhile, the validity of the test for speaking ability used content validity. It was because to measure an achievement, the test must be created based on appropriate material, easy to be comprehend, and suitable with students’ level. Therefore, the test of this research was adapted based on students’ material which is familiar to the students’ life.

a. Validity of Attitudes Questionnaire

Table III.4
The Validity of Attitudes Questionnaire

Items	r obtained	Status
1	0.039	Valid
2	0.004	Valid
3	0.000	Valid
4	0.022	Valid

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5	0.049	Valid
6	0.018	Valid
7	0.007	Valid
8	0.000	Valid
9	0.000	Valid
10	0.026	Valid
11	0.022	Valid
12	0.014	Valid
13	0.010	Valid
14	0.000	Valid
15	0.000	Valid
16	0.016	Valid
17	0.002	Valid
18	0.000	Valid
19	0.024	Valid
20	0.017	Valid
21	0.005	Valid
22	0.038	Valid
23	0.000	Valid
24	0.002	Valid
25	0.027	Valid

The attitudes questionnaire consisted of 25 items was tried out to 20 students. The validity of the questionnaire was analyzed by using SPSS 22.0



program version. The items are valid if $r_{obtained}$ is smaller than α ($r_{obtained} < 0.05$). Table III.3 shows that $r_{obtained}$ of each item of the questionnaire is smaller than $\alpha = 0.05$ which means that the 25 items are valid. Thus, the attitudes questionnaire could be used to measure students' attitudes in learning English and collected data for the research.

b. Validity of Personality Trait Questionnaire

Table III.5
The Validity of Personality Traits Questionnaire

Items	r obtained	Status
1	0.039	Valid
2	0.004	Valid
3	0.000	Valid
4	0.022	Valid
5	0.049	Valid
6	0.018	Valid
7	0.007	Valid
8	0.000	Valid
9	0.000	Valid
10	0.026	Valid
11	0.022	Valid
12	0.014	Valid
13	0.010	Valid
14	0.000	Valid
15	0.000	Valid

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16	0.016	Valid
17	0.002	Valid
18	0.000	Valid
19	0.024	Valid
20	0.017	Valid
21	0.005	Valid
22	0.038	Valid
23	0.000	Valid
24	0.002	Valid
25	0.027	Valid

The personality traits questionnaire was adopted from IPIP Big Five Model. By considering several things, the researcher only took 25 items and tried them out to 20 students. The validity of the questionnaire was analyzed by using SPSS 22.0 program version. The items are valid if $r_{obtained}$ is smaller than α ($r_{obtained} < 0.05$). Table III.3 shows that $r_{obtained}$ of each item of the questionnaire is smaller than $\alpha = 0.05$ which means that the 25 items are valid. Thus, the personality questionnaire could be used to measure students' personality traits and collected data for the research.

3.5.1.2 Reliability of Instrument

Reliability is an important characteristic of a good test. It is done to obtain the stable and consistent result of the instrument used. According to Brown (2003: 19-27), a reliability has to do with accuracy of the instrument.



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In order to calculate the reliability of the test, the mean of the students' scores the standard deviation will be sought. To find out the reliability of the test the following formula is used; the discrimination index of an item indicates the extent to which the item discriminates between the students, separating the more able students from the less able. The following formula was taken from Heaton (1975: 164) as follow:

$$r_{11} = \frac{k}{k-1} \times \left\{ 1 - \frac{\sum S_i}{S_t} \right\}$$

Where : r_{11} = reability

$\sum S_i$ = total variant of all items

S_t = total variant

K = number of items

The classification of reability was as follow :

- a. Between 0.800 to 1.00 = very high reability
- b. Between 0.600 to 0.800 = high reability
- c. Between 0.400 to 0.600 = moderate
- d. Between 0.200 to 0.400 = low reability
- e. Between 0.00 to 0.200 = very low reability

a. Reliability of Attitudes Questionnaire

To find out whether the questionnaire of attitudes distributed to the students reliable or not, a tryout was conducted twice and the SPSS program



was used to calculate the result to obtain the degree of the reliability and the result is presented in the following table:

Table III.6
Reliability Analysis of Attitudes Test

Reliability Statistics	
Cronbach's Alpha	N of Items
.998	2

Table III.6 shows the value of Cronbach Alpha is 0.998 which indicates the reliability of the attitude questionnaire distributed to the students are very highly reliable because the value is in the range of > 90 which means the questionnaire is reliable and acceptable to be used as the instrument of data collection.

b. Reliability of Personality Traits Questionnaires

To find out whether the questionnaire of personality traits distributed to the students reliable or not, a tryout was conducted twice and the SPSS program was used to calculate the result to obtain the degree of the reliability and the result is presented in the following table

Table III.7
Reliability Analysis of Personality Traits Test

Reliability Statistics	
Cronbach's Alpha	N of Items



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Reliability Statistics	
Cronbach's Alpha	N of Items
.996	2

Table III.7 shows the value of Cronbach Alpha is 0.996 which indicates the reliability of the personality traits questionnaire distributed to the students are very highly reliable because the value is in the range of > 90 which means the questionnaire are reliable to be used as the instrument of data collection.

3.6 Technique of Data Collection

There were two kinds of data collection technique used in getting the data in this research, they were using Questionnaires and Documented Data. Questionnaires used to determine students' attitude and personality traits in learning English. To ease the respondents in understanding the questionnaire, the researcher translated into Bahasa, because the goal of using questionnaire was just to find out their personality type.

Chamot stated that questionnaire is the most frequent and effective way to identify students' learning strategy. And then, according to Tuckman (1978) questionnaire was used by researchers to convert into data the information directly given by a person (subject). By providing access to what is inside a person's head, this approach makes it possible to measure what people know (knowledge or information). Questionnaire could also be used to discover what experiences have taken place (biography) and what was occurring at the present. The data of



questionnaires could be transformed into numbers or quantitative data by using the attitude scaling or rating scale.

3. 7 Technique of Data Analysis

The data analysis was started by calculating the result of students' attitude and personality questionnaires. The calculation of students' attitude was done by summing the score of which 1 point for every "very disagree", 2 point for every "disagree", and 3 points for every "undecided", 4 points for every "agree", and 5 points for every "very agree". In order to facilitate the analysis, the score of the students' personality were converted to scale of 100 and the results were categorized as follows:

Table III.8
The Category of Attitude

Raw Score	Converted Score	Category
96 – 125	76 – 100	Very Good
64 – 95	51 – 75	Good
32 – 63	26 – 50	Enough
0 – 31	0 - 25	Less

(Kurikulum 2013)

Table III.8 displays the category of students' attitude based on the score obtained from the questionnaire. The raw score refers to the total score of options chosen by the students, while the converted score refers to the value of conversion based on scale of 0 until 100. The category of students' attitude is grouped based



on the converted score. The maximum score is 76 to 100 which indicates the very good attitude or highly good attitude student, the minimum score is 0 to 25 which indicates low attitude or less attitude students, while the score 26 to 50 indicates the students who have enough attitude and 51 to 75 indicates the students who have good attitude.

Meanwhile, the calculation of students' personality result was done by summing the score 1 point for every "very disagree", 2 point for every "disagree", and 3 points for every "undecided", 4 points for every "agree", and 5 points for every "very agree". In order to facilitate the analysis, the score of the students' personality were converted to scale of 100 and the results were categorized as follows:

Table III.9
The Category of Personality Traits

Raw Score	Converted Score	Category
84 – 125	80 – 100	Extrovert
42 – 83	51 – 79	Ambivert
0 – 41	0 – 50	Introvert

(Carter, 2005)

Table III.9 presents the category of students' personality based on the score obtained from the questionnaire. The raw score refers to the total score of options chosen by the students, while the converted score refers to the value of conversion based on scale of 0 until 100. The category of students' personality is grouped based on the converted score. The maximum score is 80 to 100 which



indicates the extroversion personality or extrovert student, the minimum score is 0 to 50 which indicates introversion personality or introvert students, while the score 51 to 79 indicates the students neither extrovert nor introvert which is known as ambivert.

Furthermore, the score of students' English achievement was documented data as result of students' semester scores and the scores were also categorized into some categories as follows:

Table III.10
The Category of English Achievement

No	Categories	Score	Frequency	Percentage (%)
1.	Very Good	76-100	52	60.5
2.	Good	51-75	29	33.7
3.	Less	26-50	5	5.8
4.	Enough	0-25	0	0
Total			86	100

Thus, to analyze the sets of the variable X_1 , X_2 and Y data, *Simple Ordinal Regression* technique was used to analyze the data and to find out whether there is a significant correlation between two sets of data of variable X and Y which consist of (1) X_1 and Y , (2) X_2 and Y , and *Multiple Ordinal Regression* was applied in analyzing the correlation of X_1 and X_2 toward Y .



Multiple Ordinal Regression was chosen as the data analyzing technique because it was not only commonly used to examine the relationship among several variables of which the data are ordinal, but it also “enable researcher to find out the best possible weighting of two or more independent variables to yield a maximum correlation with a single dependent variable” (Ary et al., 2010). The prediction of how deep each variable is correlated to one another can also be calculated by using the form of the prediction equation $\hat{y} = a + bx_1 + bx_2$ (Y is the predicted criterion score; a is a constant calculated from scores all participants; b is a coefficient indicated the contribution of predictor variable to criterion variable; and X is individual’s score on the predictor variable) (Gay, Mills and Airasin, 2012). However, the analysis done in the research used SPSS 20.0 program.

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CHAPTER V

CONCLUSION, IMPLICATION OF THE RESEARCH AND RECOMMENDATION

5.1. Conclusion

The major goal of this research was to find out the influence of attitude and personality traits towards students' English learning achievement at SMPN 3 Kuok. There were three research questions of this research.

In order to answer those research questions about the influence of attitude towards students' English learning achievement and the influence of students' personality traits towards their English learning achievement, simple and multiple regression are used in analyzing the data by using Pearson Product Moment with error level 5%.

There are three findings concluded by this research, the first finding indicated that there was positive influence of attitudes towards students' English achievement which proved by rho score 0.314. By looking at the value of Sig. (2-tailed), it can be said that there is a significant influence of students' attitude toward their English achievement and also the value of simple regression, it was higher than t_{table} by comparing it at significant level of 5%.

The second finding, there is a positive influence of personality traits towards students' English achievement. The value of Sig. (2-tailed) was 0.192, and total number of students was 86. By looking at the value of Sig. (2-tailed), it can be said that there was a significant influence of students' personality traits



towards their English achievement, and also the value of simple regression, it was higher than t_{table} by comparing it at significant level of 5%.

The third finding, there is a positive influence of personality traits towards students' English achievement. The value of Sig. (2-tailed) was 0.614, and total number of students was 86. By looking at the value of Sig. (2-tailed), it can be said that there was a significant influence of students' attitude and personality traits towards their English achievement, and also the value of multiple regression, it was higher than t_{table} by comparing it at significant level of 5%.

Thus, according to research findings, it can be inferred that the better students' attitude, the higher score of students' English learning achievement would be, while the worse of students' attitude, the lower of students' English learning achievement would be. Then the students' English learning achievement was also influenced by personality traits. The better students' personality traits the higher students' English learning achievement, while the worse students' personality traits the lower score of students' English learning achievement. So, in other words, when students have good attitudes as well as good personality traits and both cooperatively work during learning English, they were positively affected students' English learning achievements.

5.2 Implication of The Research

The finding of this study indicated that there was a significant influence of students' attitude and personality traits were positively affected students' English learning achievement. This finding was also similar to Prof. Dr. Abdallah Hussein

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El-Omari (2016), he found a strong correlation both between four factors (attitudinal, social, socioeconomic, and extracurricular) and students' learning achievement. In relating with this research, attitude and personality traits were kinds of attitudinal factors. It means, there is an influence of attitude and personality traits towards students' English learning achievement.

Ramona Henter (2014) stated that there are four series of factors of learning process they are cognitive factors consists of language aptitude and learning strategies, affective factors includes attitudes, motivation, and anxiety, metacognitive factors, and demographic factors. They analyzed the contribution of affective factors to the first-year psychological and educational students' English proficiency. The result shows that there is significant differences of students' attitudes factors and it also reflect the different learning strategies of them. The different kinds of learning strategy impact the different level of their achievement result. It also means that as a kind of affective factors, attitude influence the students' English learning achievement.

Next, Clark R. Colaste (2018) stated that there is impact of students' attitude towards English language on their academic achievement. The role of attitude is proven able to change the students' behavior. Positive attitudes will reflect positive performance of students in learning the language. Besides, the negative attitudes will give impact to negative performance in learning. Then the achievements of the students depend on their performance. Again, it means that attitude can influence students' English academic achievement.

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In addition, Rajib Ahmed Faisal (2019) explained about the influence of personality and learning styles in English language achievement. The role of personality traits domains is important to English language achievement of students. The big five model of personality traits domains are correlated to the students' achievement. Thus, personality traits take also an important part to determine the students' achievement in learning English.

In conclusion, the findings of this study are expected to give positive implication in educational system and also help both teachers and students in teaching and learning process.

5.3. Recommendation

After carrying out the research, it seems very vital for the researcher to give suggestions pertinent to the research findings whether for the English teachers or students in order that they are successful in teaching and learning English as a foreign language. By knowing the level of students' attitude and personality traits, the teacher will be easier to indicate how to treat the students in teaching and learning process. Therefore, giving the attention to students' attitude and personality traits can build good relation among teacher and students. Therefore, it seems very important for the writer to give in such suggestion for the teachers and the students.

According to some findings of this research, the researcher would like to give some suggestions as follows:

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1. English teachers should pay attention to the level of students' attitude in order to build good relation with them.
 2. The teacher should pay attention to the students' personality traits level in order to make him easier in choosing the best treat to the students in teaching.
 3. The teacher should give motivation about good attitude and personality traits in order to build good characters to the students.
 4. Schools should provide attitude and personality indicators in order to increase students' academic achievement, even for all subjects.
 5. For further research, it is suggested to the next researchers to investigate whether attitude and personality traits can also influence other subjects, except English subject.
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UIN SUSKA RIAU

KEMENTERIAN AGAMA RI
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
PASCASARJANA
كلية الدراسات العليا
THE GRADUATE PROGRAMME

Alamat : Jl. KH. Ahmad Dahlan No. 94 Pekanbaru 28129 PO.BOX. 1004
Phone & Facs, (0761) 858832, Site : pps.uin-suska.ac.id E-mail : pps@uin-suska.ac.id

Pekanbaru, 05 Juni 2020

Nomor : 0798/Un.04/Ps/PP.00.9/2020
Lamp. : 1 berkas
Perihal : Izin Melakukan Kegiatan Penelitian Tesis

Kepada Yth.
Kepala Dinas Penanaman Modal dan Pelayanan
Terpadu Satu Pintu Provinsi Riau
Pekanbaru

Assalamu'alaikum warahmatullahi wabarakatuh.
Dengan hormat, dalam rangka penulisan tesis, maka dimohon kesediaan
Bapak/Ibu/Saudara untuk mengizinkan mahasiswa yang tersebut di bawah ini:

Nama	: Meiriska Nirmala Dewi
NIM	: 21691204706
Program Pendidikan	: Magister (S2)
Program Studi	: Pendidikan Agama Islam
Konsentrasi	: Pendidikan Bahasa Inggris
Semester	: VIII (Delapan)
Judul Tesis	: The Influence Of Students' Attitude and Personality Traits Towards Their English Learning Achievement at SMPN 3 Kuok

untuk melakukan penelitian sekaligus mengumpulkan data dan informasi yang
diperlukannya dari.

Demikian disampaikan, atas perhatiannya diucapkan terima kasih.



Wassalam
Direktur
Prof. Dr. Afrizal M, MA
NIP. 19591015 198903 1 001

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PEMERINTAH PROVINSI RIAU
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
 Gedung Menara Lancang Kuning Lantai I dan II Komp. Kantor Gubernur Riau
 Jl. Jend. Sudirman No. 460 Telp. (0761) 39064 Fax. (0761) 39117 **PEKANBARU**
 Email : dpmptsp@riau.go.id

REKOMENDASI

Nomor : 503/DPMPSTSP/NON IZIN-RISET/32943
 TENTANG



1.04.02.01

**PELAKSANAAN KEGIATAN RISET/PRA RISET
 DAN PENGUMPULAN DATA UNTUK BAHAN TESIS**

Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, setelah membaca Surat Permohonan Riset dari : **Direktur Program Pascasarjana UIN Suska Riau, Nomor : 0798/Un.04/PPs/PP.00.9/2020 Tanggal 5 Juni 2020**, dengan ini memberikan rekomendasi kepada:

- | | |
|----------------------|---|
| 1. Nama | : MEIRISKA NIRMALA DEWI |
| 2. NIM / KTP | : 1401045705930003 |
| 3. Program Studi | : PENDIDIKAN AGAMA ISLAM |
| 4. Konsentrasi | : PENDIDIKAN BAHASA INGGRIS |
| 5. Jenjang | : S2 |
| 6. Judul Penelitian | : THE INFLUENCE OF STUDENTS ATTITUDE AND PERSONALITY TRAITS TOWARDS THEIR ENGLISH LEARNING ACHIEVEMENT AT SMPN 3 KUOK |
| 7. Lokasi Penelitian | : SMPN 3 KUOK |

Dengan ketentuan sebagai berikut:

1. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan.
2. Pelaksanaan Kegiatan Penelitian dan Pengumpulan Data ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini diterbitkan.
3. Kepada pihak yang terkait diharapkan dapat memberikan kemudahan serta membantu kelancaran kegiatan Penelitian dan Pengumpulan Data dimaksud.

Demikian rekomendasi ini dibuat untuk dipergunakan seperlunya.

Dibuat di : Pekanbaru
 Pada Tanggal : 9 Juni 2020



Ditandatangani Secara Elektronik Melalui :
 Sistem Informasi Manajemen Pelayanan (SIMPEL)

**DINAS PENANAMAN MODAL DAN
 PELAYANAN TERPADU SATU PINTU
 PROVINSI RIAU**

Tembusan :

Disampaikan Kepada Yth :

1. Kepala Badan Kesatuan Bangsa dan Politik Provinsi Riau di Pekanbaru
2. Bupati Kampar
 Up. Kepala Kantor Kesatuan Bangsa dan Politik di Bangkinang
3. Direktur Program Pascasarjana UIN Suska Riau di Pekanbaru
4. Yang Bersangkutan

- Hak Cipta Dilindungi Undang-Undang**
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 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
 2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



PEMERINTAH KABUPATEN KAMPAR
BADAN KESATUAN BANGSA DAN POLITIK

JALAN TUANKU TAMBUSAI TELP. (0762) 20146

BANGKINANG KOTA

Kode Pos : 28412

REKOMENDASI

Nomor : 070/BKBP/2020/350

Tentang

**PELAKSANAAN KEGIATAN RISET/PRA RISET
DAN PENGUMPULAN DATA UNTUK BAHAN TESIS**

Kepala Badan Kesatuan Bangsa dan Politik Kabupaten Kampar setelah membaca Surat Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau Nomor : 503/DPMPSTP/NON IZIN-RISET/32943 tanggal 9 Juni 2020, dengan ini memberi Rekomendasi /Izin Penelitian kepada:

- | | |
|---------------------|--|
| 1. Nama | : MEIRISKA NIRMALA DEWI |
| 2. NIM | : 1401045705930003 |
| 3. Universitas | : UNIVERSITAS ISLAM NEGERI SUSKA RIAU |
| 4. Program Studi | : PENDIDIKAN AGAMA ISLAM |
| 5. Konsentrasi | : PENDIDIKAN BAHASA INGGRIS |
| 6. Jenjang | : S2 |
| 7. Alamat | : PEKANBARU |
| 8. Judul Penelitian | : THE INFLUENCE OF STUDENTS ATTITUDE AND PERSONALITY TRAITS TOWARDS THEIR ENGLISH LEARNING ACHIEVEMENT AT SMPN 3 KUOK |
| 9. Lokasi | : SMPN 3 KUOK KABUPATEN KAMPAR |

Dengan ketentuan sebagai berikut :

1. Tidak melakukan Penelitian yang menyimpang dari ketentuan dalam proposal yang telah ditetapkan atau yang tidak ada hubungannya dengan kegiatan riset/prariset dan pengumpulan data ini.
2. Pelaksanaan kegiatan penelitian/pengumpulan data ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini dikeluarkan.

Demikian rekomendasi ini diberikan, agar digunakan sebagaimana mestinya dan kepada pihak yang terkait diharapkan untuk dapat memberikan kemudahan dan membantu kelancaran kegiatan Riset ini dan terima kasih.

Dikeluarkan di Bangkinang
pada tanggal 12 Juni 2020

an. **KEPALA BADAN KESBANGPOL KAB. KAMPAR**

Kabid. Ideologi, Wawasan Kebangsaan
dan Karakter Bangsa,



ANNITA, SE
Penata Tk. I

NIP. 19661009198803 2 003

Rekomendasi ini disampaikan Kepada Yth;

1. Kepala SMPN 3 Kuok di Kuok.
2. Direktur Program Pascasarjana UIN Suska Riau di Pekanbaru.
3. Yang Bersangkutan.

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PEMERINTAH KABUPATEN KAMPAR
DINAS PENDIDIKAN KEPEMUDAAN DAN OLAH RAGA
SMP NEGERI 3 KUOK

Alamat : Jalan Raya Pekanbaru – Pasir Pengarayan Km. 80
Desa Silam Kecamatan Kuok Kabupaten Kampar

Kode Pos 28463

SURAT KETERANGAN

Nomor : 421/SMPN3KUOK/2020/065

Kepala SMPN 3 XIII Koto Kampar dengan ini menerangkan bahwa:

Nama : MEIRISKA NIRMALA DEWI
NIM : 21691204706
Program Studi : Pendidikan Agama Islam
Konsentrasi : Pendidikan Bahasa Inggris
Jenjang : S.2
Alamat : Pulau Gadang Kec. XIII Koto Kampar

Telah melakukan Riset/Pra Riset dengan judul penelitian **“THE INFLUENCE OF STUDENTS’ ATTITUDE AND PERSONALITY TRAITS TOWARDS THEIR ENGLISH LEARNING ACHIEVEMENTS AT SMPN 3 KUOK”** yang dilaksanakan pada tanggal 8 – 20 Juni 2020 di SMPN 3 Kuok.

Demikian surat keterangan ini diberikan, agar dapat digunakan sebagaimana mestinya.



Silam, 20 Juni 2020
Kepala SMPN 3 Kuok

MASNUR, M.Pd.
NIP. 19700818 199303 1 00 5

UIN SUSKA RIAU



LANGUAGE DEVELOPMENT CENTER
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU
مركز ترقية اللغة لجامعة سلطان شريف قاسم الإسلامية الحكومية



CERTIFICATE OF ACHIEVEMENT

This is to certify that

Name : Meiriska Nirmala Dewi
ID Number : 21691204706
Date of Birth : May 17, 1993
Sex : Female

Test Form : Paper Based Test
Achieved the following scores on the

English Proficiency Test
Listening Comprehension : 58
Structure & Written Expressions : 56
Reading Comprehension : 57
Overall Score : 570

Expiry Date : May 29, 2020



The Head of Language Development Center
Drs. H. Kalya Hasibuan, M. Ed- TESOL
NIP. 196510281997031001



English Proficiency Test Certificate Provided by
Language Development Center of State Islamic University of Sultan Syarif Kasim Riau.
The scores and information presented in this score report are approved.
Address : Jl. KH. Ahmad Dahlan No. 94 Pekanbaru 28128 PO BOX 1004
HP: 0853.7144.0823 Fax: (0761) 858832
Email : info@pusat-bahasa.info Website : pusat-bahasa.info

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مركز ترقية اللغة لجامعة سلطان شريف قاسم الإسلامية الحكومية



SERTIFIKAT

ARABIC PROFICIENCY TEST

DIBERIKAN KEPADA

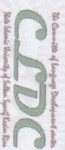
Meiriska Nirjala Dewi

Nomor ID : 21691204706
Jenis Kelamin : Perempuan
Tanggal Lahir : 17 Mei 1993

بيان النتائج واختبار اللغة العربية لمعرفة القاعدة القوية

54 : الاستماع
56 : القراءة
57 : القواعد
557 : النتيجة

Berlaku Hingga : 05 Agustus 2020



Arabic Proficiency Test Certificate provided by
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The scores and information presented in this score report are approved.
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Email : info@pusat-bahasa.info Website : pusat-bahasa.info



Mahyudin Syukri, M.Ag
The Head of Language Development Center

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KONTROL KONSULTASI BIMBINGAN TESIS / DISERTASI *

NO.	Tanggal Konsultasi	Materi Pembimbing / Promotor *	Paraf Pembimbing/ Promotor	Keterangan
1.	19/5	Revisi	[Signature]	revisi
2.	22/5	Chapter 1-3 & introduction	[Signature]	ok
3.	16/6	Revisi	[Signature]	ok
4.	22/6	Chapter 4	[Signature]	revisi
5.	22/6	Chapter 4 & 5	[Signature]	ok
6.	1/7	Chapter 1-5	[Signature]	ok

Catatan :
*Coret yang tidak perlu

Pekanbaru, 1-7-2020
Pembimbing I / Promotor *

KONTROL KONSULTASI BIMBINGAN TESIS / DISERTASI *

NO.	Tanggal Konsultasi	Materi Pembimbing / Promotor *	Paraf Pembimbing/ Co Promotor *	Keterangan
1.				
2.				
3.				
4.				
5.				
6.				

Catatan :
*Coret yang tidak perlu

Pekanbaru, 20....
Pembimbing II / Co Promotor *

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State Islamic University of Sultan Syarif Kasim Riau

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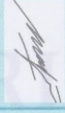

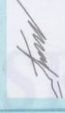
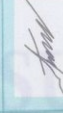
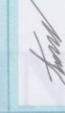
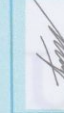
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KONTROL KONSULTASI BIMBINGAN TESIS / DISERTASI *				
NO.	Tanggal Konsultasi	Materi Pembimbingan / Promotor *	Paraf Pembimbing / Promotor	Keterangan
1.				
2.				
3.				
4.				
5.				
6.				

Catatan: "Catat yang tidak perlu" Pekabharu, 20
Pembimbing I / Promotor *

KONTROL KONSULTASI BIMBINGAN TESIS / DISERTASI *				
NO.	Tanggal Konsultasi	Materi Pembimbingan / Promotor *	Paraf Pembimbing / Co Promotor	Keterangan
1.	1 Juli 2020	Research Questions, Consider combining two variables to make a new item (2 variable).		
2.	2 Juli 2020	Theories: There should be a theory of combining two variables		
3.	3 Juli 2020	Formulated a instrument, Combine two variables into one new variable		
4.	4 Juli 2020	Data Research table, There should be data of combining two variables and the influence to Y variables		
5.	5 Juli 2020	When it is impossible to design a combination of two variables, then design a combination and focus only to two Research Questions		
6.	5 Juli 2020	ACC		

Catatan: "Catat yang tidak perlu" Pekabharu, 5 Juli
Pembimbing II / Co Promotor *
Drs. H. Frenaldi, A. Ph.D

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KARTU KONTROL MENGIKUTI SEMINAR TESIS/DISERTASI
PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU

NAMA : MEIRISKA ND
NIM : 21691204706
PROGRAM : Pascasarjana
PRODI : PAI
KONSENTRASI : PBI

NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KET
1	Kamis 24-10-2019	The influence of language learning and Motivational strategies on students' productive skill at SMA Babussalam Pekanbaru.		Nadria Alkhair
2				
3				
4		Speaking skill on Transactional and interpersonal text by using video		Ali Imran
5		'Classroom Action Research' at Grade VIII SMPN 1 Suka Hulu Kab. Kampar AT 2018/2019		
6				
7		Investigating Teacher Talk in Teaching English at Junior High School in Tapung Hulu.		Rita Dwi Wulandari
8				
9				
10		A comparative study between Pair-work and Groupwork to students' speaking skill at		Eti Fauziah
11		First Semester on Taubiyah and Teacher Training Faculty (Struk) students of IAIN Padang Sidempuan.		
12				
13				
14				
15				

Pekanbaru, 24 October 2019.
Direktur,

Prof. Dr. H. Afrizal M, MA
NIP. 19591015 198903 1 001

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PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU

NAMA : Meiriska Nirmala Dewi
NIM : 21691204706
PROGRAM : Pascasarjana
PRODI : PAI
KONSENTRASI : PAI

NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KET
1	Kamis 26-9-2019	Teachers Perception of using Mobile Phone in teaching and learning process at SMAN 1 Bangkinang Kota		Riki Ananda 21690110048
2				
3				
4	Kamis 26-9-2019	Exploring Problem faced by the teachers on the use of information communication and technology (ICT) A Case Study of English teachers at Islamic boarding school in Kampar		Fathan Huda 21690115891
5				
6				
7				
8	Kamis 26-9-2019	Exploring the Characteristics of an effective EFL teachers based on Junior High School Students and Teachers' Perception in Kuantan Singingi		Riki Yuliana 21690115494
9				
10				
11				
12	Kamis 26-9-2019	Exploring Indonesia EFL teachers' motivation teaching English: A case study of English Teacher		Titik Wahyuni 21690110048
13				
14				
15				

Pekanbaru, 26 - 9 - 2019
Direktur,

Prof. Dr. Afrizal, M, MA
NIP. 19591015 198903 1 001

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NAMA : Meiriska Nirmana Dewi
NIM : 21691204706
PROGRAM : Pascasarjana
PRODI : PAI
KONSENTRASI : PB

NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KET
1	24 Juli 2019 Rabu	The Comparison between TRP and KWL Strategies on Students' Reading Comprehension at SMAN 1 Kampar Taman		Helen Andrya Sirepuri
2				
3				
4		The Effect of Using Interactive Words Walls and Motivation on Students' Vocabulary Mastery at SMPs IT Huisa Kampar		Fitra Widada
5				
6				
7				
8		The Effect of Using Wordless Picture Books Strategy on Students' Writing Ability and motivation at State Senior High School 1 Tambora Utara Fokal.		Susana Wati
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Pekanbaru, 24 Juli 2019
Direktur,

Prof. Dr. Afrizal, M, MA
NIP. 19591015 198903 1 001

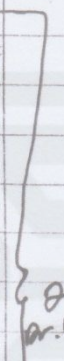
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PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU

NAMA : MEIRISKA NIRMALA DEWI
NIM : 21691204706
PROGRAM : PASCASARJANA
PRODI : PAI
KONSENTRASI : PBI

NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KET
1	14-5-2019/Selasa	The Influence of Game Online Toward students' Motivation		Herliansyah Lubis
2		and Vocabulary Mastery in Islamic Junior High School Insan Utama		
3		Pekanbaru		
4				
5	14-5-2019 Selasa	Using Integrated Method on Teaching Speaking		Amir Hasan Daulay
6				
7	14-5-2019 Selasa	Descriptive Analysis on P2B Programme at IAIN Padang Sidempuan		Fesi Dima Jaya
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9				
10	14-5-2019 Selasa	The Use of Code Switching as a Teaching Strategy by Comprehension CA case study at Senior High In Perada Bunda		Shania Gladys Ruliyana
11				
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Pekanbaru,
Direktur,

20...

Prof. Dr. Afrizal, M, MA
NIP. 40591015 198903 1 001

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PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU

NAMA : MEIRISKA NIRMALA D.
NIM : 21691204706
PROGRAM : PASCASARJANA
PRODI : PAI
KONSENTRASI : PENDIDIKAN BAHASA INGGRIS

NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KET
1	Rabu, 12 Desember 2018	Fikriyah Hidayati, The Comparison Between the Effect of Using Stop and Place and Join the Strategies on Students Writing Ability at Ma di Minangk		
2	Rabu, 12 Desember 2018	Harini Rahmi, An Item Analysis of the English Summative Test At Language Development Centre of UIN Suska Riau		
3	Rabu, 12 Desember 2018	Agus Ridatul Anam, The Comparison Between EFL and 3-2-1 Strategies on Students Reading Comprehension at Vocational High School Abdurrahman		
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Pekanbaru, 12 Desember 2018
Direktur,

Prof. Dr. Afrizal, M, MA
NIP. 19591015 198903 1 001





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KARTU KONTROL MENGIKUTI SEMINAR TESIS/DISERTASI
PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU

NAMA : MEIRISKA NO
NIM : 21691204306
PROGRAM : PASCA SARJANA
PRODI : PAI
KONSENTRASI : BAHASA INGGRIS

NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KETERANGAN
	27/12/19 JUMAT	AN ANALYSIS OF QUESTIONING STRATEGY USED BY ENGLISH TEACHER IN CLASSROOM INTERACTION AT SEMOR HIGH SCHOOL		MUESIDA
	27/12/19 JUMAT	AN ANALYSIS THE STUDENTS' GRAMMATICAL ERROR IN WRITING AT IAIN KARAMASIDIMPUN		MAPHA ULFA
	27/12/19 JUMAT	THE EFFECT OF POW + TREE AND POWER STRATEGY IN WRITING ESSAY ON FOURTH SEMESTER AT FKIP ULUK		MURHIDAYAH
	27/12/19 JUMAT	SPRITUAL VALUES INTEGRATION IN ENGLISH LANGUAGE TEACHING (ELT) AT MADRASAH TSALAMAYAH IN PEKABARU		AMMA ULKHARI

Pekanbaru, _____ 20..
Direktur

UIN SUSKA RIAU

Prof. Dr. Afrizal, M., MA
NIP. 19591015 198903 1001

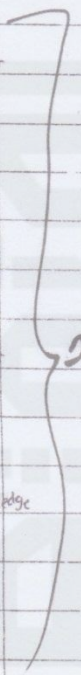
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PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU

NAMA : Meiriska Nirmala Dewi
NIM : 21692204706
PROGRAM : Pascasarjana
PRODI : PAI
KONSENTRASI : PBI

NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KET
1	Kamis 7-11-2019	Investigating Pragmatics of apology		Thesis
2		Strategy: A case study of the sixth semester		Rafika Suardan
3		of English education students at Institute		Siregar 2179012512
4		Pendidikan Tapanuli Selatan Padang Selandupan		
5	Kamis 7-11-2019	An analysis of readability level of text		Djuhanah Yeti
6		In English textbook for first grade of		2179012 STOB
7		Senior High School		
8	Kamis 7-11-2019	Teachers' efforts to improve students		Helmi Fernandes
9		Listening Comprehension at SMA 1		21691104 G30
10		Tauke Euntan		
11	Kamis 7-11-2019	The Contribution of part of speech knowledge		Husni L Fadhli
12		and systematical comprehension toward		Syafi'i 2179011
13		students ability of writing narrative		5691
14		essay at the English education		
15		department of UIN Suska Riau		

Pekanbaru,
Direktur,

20....

Prof. Dr. Afrizal, M, MA
NIP. 19591015 198903 1 001

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PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU

NAMA : Meiriska Nirmala Dewi
NIM : 21691204706
PROGRAM : Pascasarjana
PRODI : PAI
KONSENTRASI : PB1

NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KET
1	Rabu 6-11-2019	Exploring Indonesia Pre-service		Thesis Proposal
2		teachers' Professional development:		Istari Apriana
3		A case study of Pre-service		216912 1589
4		teacher of Riau University in one		
5		Public Secondary School Pekanbaru		
6				
7	Rabu 6-11-2019	The text structure of Monologue		Indriani Febri
8		text types found in "Bahasa Inggris		2169120 4755
9		1 for SMA Class X" Published by		
10		Pusat kurikulum dan Perbukuan		
11		Blambangan, Jakarta		
12				
13	Rabu 6-11-2019	Students' Perception and performance		Qurata Ani
14		of teachers' corrective feedback		2179012 5845
15		on speaking Performance		

Pekanbaru, 6-11-2019
Direktur,

Prof. Dr. Afrizal, M, MA
NIP. 19591015 198903 1 001

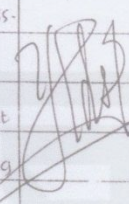
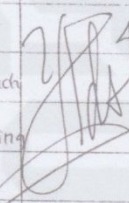
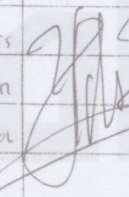
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**KARTU KONTROL MENGIKUTI SEMINAR TESIS/DISERTASI
PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU**

NAMA : MEIRISKA NIRMALA DEWI
NIM : 21691204706
PROGRAM : PASCASARJANA
PRODI : PAI
KONSENTRASI : PBI

NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KET
1	Kamis 24-10-2019	A Comparative Study of using class-		Seminar Thesis
2		wide Peer Tutoring Technique in		Erika Sumita
3		Teaching Reading Comprehension at		2178012
4		State Senior High School 1 Tualang		SSTS
5				
6	Kamis 24-10-2019	English Teachers Activities In		Zulfherdi
7		Implementing the Scientific Approach		2178011
8		of the 2013 Curriculum in Teaching		BS
9		and Learning Process at SMP N 3		
10		Kampar		
11				
12	Kamis 24-10-2019	An Analysis on Gramatical errors		Fajar Putra
13		in Descriptive Paragraph Written		21691
14		by Students at Junior High School		1014937
15		3 Mandau Bengkalis Regency		

Pekanbaru,
Direktur,

20....

Prof. Dr. Afrizal, M, MA
NIP. 19591015 198903 1 001

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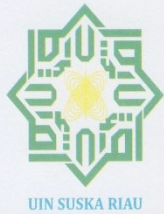
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Curriculum Vitae

Name : MEIRISKA NIRMALA DEWI
 Place, Date of Birth : Pulau Gadang, May 17th 1993
 Gender : Female
 Religion : Moslem
 Address : Pulau Gadang, XIII Koto Kampar, Kampar Regency
 Mobile : 082284691010
 E-mail : ar.meiriska@yahoo.com

Formal Education

No.	Education	Year
1.	SDN 006 Pulau Gadang, XIII Koto Kampar, Kampar Regency, Riau.	1998 - 2004
2.	MTs Darul Hikmah Pekanbaru (Ponpes Darel Hikmah Pekanbaru), Riau.	2004 - 2007
3.	SMAN 1 Bangkinang, Kampar, Riau.	2007 - 2010
4.	English Education Department, State Islamic University of Sultan Syarif Kasim Riau.	2010 - 2014



KEMENTERIAN AGAMA RI
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
PASCASARJANA
كلية الدراسات العليا
THE GRADUATE PROGRAMME
Alamat : Jl. KH. Ahmad Dahlan No. 94 Pekanbaru 28129 P.O.BOX. 1004
Phone & Facs, (0761) 858832, Site : pps.uin-suska.ac.id E-mail : pps@uin-suska.ac.id

SURAT KETERANGAN BEBAS PUSTAKA

Nomor : 481/Un.04/Ps/PP.00.9/2021

Direktur Pascasarjana Universitas Islam Negeri Sultan Syarif Kasim Riau menerangkan bahwa terhitung sejak tanggal 19 Februari 2021 nama yang tersebut di bawah ini:

Nama : Meiriska Mirmala Dewi
Nim : 21691204706
Program Studi : Pendidikan Agama Islam S2
Judul : The influence of students' attitude and personality traits
towards their english learning achievement at SMPN 3
Kuok

telah bebas dari semua kewajiban yang terkait dengan Perpustakaan Pascasarjana UIN Suska Riau, dan telah menyumbangkan buku sebagai hadiah ke Perpustakaan Pascasarjana UIN Suska Riau.

Demikian Surat Keterangan ini dibuat dengan sebenarnya dan diberikan kepada yang bersangkutan untuk dapat dipergunakan sebagaimana mestinya.

Pekanbaru, 19 Februari 2021

a.n. Direktur,
Pustakawan,



Milam Badriyah, SIP
198003222009012010

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Silabus Pembelajaran

Mata Pelajaran : Bahasa Inggris
Satuan Pendidikan : SMP Negeri 3 Kuok
Kelas : VIII
Tahun Pelajaran : 2019-2020

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
<p>3.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, meminta dan mengungkapkan pendapat, serta menanggapinya, sesuai dengan konteks penggunaannya</p> <p>4.1 Menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, serta meminta dan mengungkapkan pendapat, dan menanggapinya dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<ul style="list-style-type: none"> • Fungsi Sosial Menjaga hubungan interpersonal dengan guru dan teman • Struktur Teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur Kebahasaan <ul style="list-style-type: none"> - Ungkapan a.l. <i>Excuse me, Is it clear?, Great, I think so.,</i> dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Interaksi antara peserta didik dan guru di dalam dan di luar kelas yang tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, meminta dan mengungkapkan pendapat yang dapat menumbuhkan perilaku yang termuat di KI 	<ul style="list-style-type: none"> - Menyimak, menirukan, dan memperagakan beberapa contoh percakapan, dengan ucapan dan tekanan kata yang benar - Mengidentifikasi ungkapan yang sedang dipelajari - Menanyakan hal-hal yang tidak diketahui atau yang berbeda - Menentukan ungkapan yang tepat secara lisan/tulis dari berbagai situasi lain yang serupa - Membiasakan menerapkan yang sedang dipelajari dalam interaksi dengan guru dan teman secara alami di dalam dan di luar kelas - Melakukan refleksi tentang proses dan hasil belajar

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Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
<p>3.2 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait kemampuan dan kemauan, melakukan suatu tindakan, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>can, will</i>)</p> <p>4.2 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait kemampuan dan kemauan, melakukan suatu tindakan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<ul style="list-style-type: none"> • Fungsi sosial Menjelaskan, membanggakan, berjanji, mengajak, dan sebagainya . • Struktur teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur kebahasaan <ul style="list-style-type: none"> - Ungkapan kemampuan dan kemauan yang sesuai, dengan modal: <i>can, will</i>. - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their, dsb.</i> - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Interaksi antara peserta didik di dalam dan di luar kelas yang melibatkan kemampuan dan kemauan melakukan tindakan yang dapat menumbuhkan perilaku yang termuat di KI 	<ul style="list-style-type: none"> - Menyimak, membaca, dan menirukan, guru membacakan beberapa teks pendek berisi kemampuan dan kemauan, dengan ucapan dan tekanan kata yang benar - Menanyakan hal-hal yang tidak diketahui atau yang berbeda - Menentukan modal yang tepat untuk diisikan ke dalam kalimat-kalimat rumpang - Bertanya jawab dengan teman tentang kemampuan dan kemauan masing-masing untuk melakukan tindakan-tindakan tertentu - Memaparkan hasil temuannya dalam bentuk teks pendek tentang temannya dan mempresentasikan di kelompok lain diikuti tanya jawab - Melakukan refleksi tentang proses dan hasil belajarnya
<p>3.3 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait</p>	<ul style="list-style-type: none"> • Fungsi sosial Menyuruh, melarang, dan menghimbau. • Struktur teks <ul style="list-style-type: none"> - Memulai - Menanggapi 	<ul style="list-style-type: none"> - Menyimak, membaca, dan menirukan, guru membacakan beberapa percakapan, dengan ucapan dan tekanan kata yang benar - Menanyakan hal-hal

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Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
<p>keharusan, larangan, dan himbauan, sesuai dengan konteks penggunaannya (Perhatikan unsur kebahasaan <i>must</i>, <i>should</i>)</p> <p>4.3 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keharusan, larangan, dan himbauan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>(diharapkan/di luar dugaan)</p> <ul style="list-style-type: none"> Unsur kebahasaan <ul style="list-style-type: none"> Ungkapan keharusan, larangan, himbauan dengan modal <i>must</i>, (<i>don't</i>) <i>have to...</i>, <i>should</i>, Nomina singular dan plural dengan atau tanpa <i>a</i>, <i>the</i>, <i>this</i>, <i>those</i>, <i>my</i>, <i>their</i>, dsb. Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan Topik <p>Interaksi antara peserta didik dan guru di dalam dan di luar kelas yang melibatkan keharusan, larangan, himbauan yang dapat menumbuhkan perilaku yang termuat di KI</p> 	<p>yang tidak diketahui atau yang berbeda</p> <ul style="list-style-type: none"> Menentukan modal yang tepat untuk diisikan ke dalam kalimat-kalimat rumpang Diberikan beberapa kasus, bertanya jawab dengan teman tentang keharusan, larangan, himbauan melakukan tindakan-tindakan tertentu Memaparkan hasil temuannya dalam bentuk teks pendek tentang temannya dan mempresentasikan di kelompok lain diikuti tanya jawab Melakukan refleksi tentang proses dan hasil belajarnya
<p>3.4 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyuruh, mengajak, meminta ijin, serta menanggapi, sesuai dengan konteks penggunaannya</p> <p>4.4 Menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan</p>	<ul style="list-style-type: none"> Fungsi sosial <p>Menjaga hubungan interpersonal dengan guru dan teman.</p> Struktur teks <ul style="list-style-type: none"> Memulai Menanggapi (diharapkan/di luar dugaan) Unsur Kebahasaan <ul style="list-style-type: none"> Ungkapan a.1 <i>let's ...</i>, <i>can you ...</i>, <i>would you like ...</i>, <i>may I, please</i>. Nomina singular dan plural dengan atau 	<ul style="list-style-type: none"> Menyimak, menirukan, dan memperagakan beberapa contoh percakapan, dengan ucapan dan tekanan kata yang benar Mengidentifikasi ungkapan yang sedang dipelajari Menanyakan hal-hal yang tidak diketahui atau yang berbeda Menentukan ungkapan yang tepat secara lisan/tulis dari berbagai situasi lain

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Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
menyuruh, mengajak, meminta ijin, dan menanggapi dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	<p>tanpa <i>a, the, this, those, my, their</i>, dsb.</p> <ul style="list-style-type: none"> Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan Topik Interaksi antara guru dan peserta didik di dalam dan di luar kelas yang melibatkan tindakan menyuruh, mengajak, meminta ijin yang dapat menumbuhkan perilaku yang termuat di KI 	<p>yang serupa</p> <ul style="list-style-type: none"> Membiasakan menerapkan yang sedang dipelajari dalam interaksi dengan guru dan teman secara alami di dalam dan di luar kelas Melakukan refleksi tentang proses dan hasil belajar
<p>3.5 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk <i>greeting card</i>, dengan memberi dan meminta informasi terkait dengan hari-hari spesial, sesuai dengan konteks penggunaannya</p> <p>4.5 Menyusun teks khusus dalam bentuk <i>greeting card</i>, sangat pendek dan sederhana, terkait hari-hari spesial dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<ul style="list-style-type: none"> Fungsi sosial Menjaga hubungan interpersonal dengan guru dan teman. Struktur Teks Teks <i>greeting card</i> dapat mencakup <ul style="list-style-type: none"> Identifikasi (nama peristiwa, hari istimewa) bersifat khusus Ungkapan khusus yang relevan Gambar, hiasan, komposisi warna Unsur Kebahasaan <ul style="list-style-type: none"> Ungkapan a.l. <i>Congratulations. Well done. Good job.</i>, dll. Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan 	<ul style="list-style-type: none"> Mencermati dan menemukan perbedaan dan persamaan dari beberapa <i>greeting card</i> untuk hari spesial tertentu Mengidentifikasi dan menyebutkan ucapan selamat yang ada dengan ucapan dan tekanan kata yang benar Mencermati dan menemukan perbedaan dan persamaan dari beberapa <i>greeting card</i> untuk event lain Mengidentifikasi perbedaan dan persamaan, dan memberikan penilaiannya Membuat <i>greeting card</i> terkait hari istimewa

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Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
	<ul style="list-style-type: none"> • Topik Peristiwa, peringatan ulang tahun, naik kelas, kejuaraan dsb. yang dapat menumbuhkan perilaku yang termuat di KI 	<p>yang relevan dengan peserta didik saat itu.</p> <ul style="list-style-type: none"> - Melakukan refleksi tentang proses dan hasil belajarnya
<p>3.6 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>there is/are</i>)</p> <p>4.6 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<ul style="list-style-type: none"> • Fungsi sosial Menyebutkan, mendeskripsikan, membuat inventaris, dan sebagainya. • Struktur teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur Kebahasaan <ul style="list-style-type: none"> - Ungkapan dengan <i>There is/are</i> - Kata jumlah yang tidak tertentu: <i>little, few, some, many, much, a lot (of)</i>. - Frasa kata depan: <i>in, on, under, in front of, below, above</i>, dan lain lain. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Keberadaan orang, binatang, benda, di kelas, sekolah, rumah, dan sekitarnya yang dapat menumbuhkan perilaku yang termuat di KI 	<ul style="list-style-type: none"> - Menyimak dan menirukan guru menanyakan dan menyebutkan keberadaan orang, benda, binatang di rumah, sekolah, dan sekitarnya, dengan tata bahasa, ucapan dan tekanan kata yang benar - Mencermati beberapa teks pendek tentang situasi suatu tempat dengan menyebutkan keberadaan orang, benda, binatang dan jumlahnya untuk kemudian membaca dengan ucapan dan tekanan kata yang benar - Mengisikan dengan ungkapan jumlah yang tepat pada kalimat-kalimat rumpang - Membuat teks pendek untuk mendeskripsikan rumah masing-masing dan sekitarnya dengan menyebutkan keberadaan orang, benda, binatang dan jumlahnya, dengan ejaan dan tanda baca

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Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
		<p>yang benar</p> <ul style="list-style-type: none"> - Mempresentasikan di kelompok lain dan bertanya jawab tentang isi teks - Melakukan refleksi tentang proses dan hasil belajarnya
<p>3.7 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/ tindakan/kegiatan/ kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan simple present tense)</p> <p>4.7 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/ tindakan/ kegiatan/ kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar</p>	<ul style="list-style-type: none"> • Fungsi sosial Menjelaskan, mendeskripsikan • Struktur teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur kebahasaan <ul style="list-style-type: none"> - Kalimat deklaratif dan interogatif dalam <i>Simple Present Tense</i>. - Adverbial: <i>always, often, sometimes, never, usually, every</i> - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Kegiatan/kejadian sehari-hari dan kebenaran umum yang dapat menumbuhkan perilaku yang termuat di KI 	<ul style="list-style-type: none"> - Menyimak dan menirukan guru membacakan teks-teks pendek dan sederhana tentang kejadian rutin yang merupakan kebenaran umum yang sangat dikenal peserta didik, dengan ucapan dan tekanan kata yang benar - Mengidentifikasi ungkapan-ungkapan yang menunjukkan kejadian rutin dalam teks - Menanyakan tentang kejadian rutin yang serupa dengan yang disebutkan dalam teks pada konteks lain - Bertanya jawab tentang kegiatan rutin yang biasa, sering, kadang-kadang, biasanya, tidak pernah mereka lakukan sebagai anggota keluarga dan remaja sekolah menengah - Mengumpulkan informasi tentang hal-hal yang biasa, sering, kadang-kadang, biasanya dilakukan di

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Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
dan sesuai konteks		keluarganya untuk membuat teks-teks pendek dan sederhana - Saling menyimak dan bertanya jawab tentang teks masing-masing dengan teman-temannya - Melakukan refleksi tentang proses dan hasil belajarnya
<p>3.8 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang sedang dilakukan/berlangsung saat diucapkan, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan present continuous tense)</p> <p>4.8 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang sedang dilakukan/berlangsung saat diucapkan, dengan memperhatikan fungsi sosial, struktur teks, dan</p>	<ul style="list-style-type: none"> • Fungsi sosial Menjelaskan, mendeskripsikan • Struktur teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur kebahasaan <ul style="list-style-type: none"> - Kalimat deklaratif dan interogatif dalam <i>Present Continuous Tense</i> - Adverbial: <i>now</i> - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Kegiatan dan kejadian yang sedang berlangsung di rumah, sekolah dan sekitarnya yang dapat menimbulkan perilaku 	<ul style="list-style-type: none"> - Menyimak dan menirukan guru menyebutkan tindakan, kegiatan yang sedang dilakukan di kelas, sekolah, dan rumah pada saat diucapkan, dengan ucapan dan tekanan kata yang benar - Mengidentifikasi ungkapan-ungkapan yang menunjukkan kejadian yang sedang terjadi - Bertanya jawab untuk mengetahui tindakan, kegiatan yang sedang dilakukan oleh anggota keluarga mereka - Menyebutkan tindakan, kegiatan yang sedang dilakukan yang tampak pada tampilan visual (a.l. gambar, video) - Membuat teks pendek berdasarkan tampilan visual lainnya

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
<p>unsur kebahasaan yang benar dan sesuai konteks</p>	<p>yang termuat di KI</p>	<ul style="list-style-type: none"> - Saling menyimak dan bertanya jawab tentang teks masing-masing dengan teman-temannya - Melakukan refleksi tentang proses dan hasil belajarnya
<p>3.9 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait perbandingan jumlah dan sifat orang, binatang, benda, sesuai dengan konteks penggunaannya (Perhatikan unsur kebahasaan <i>degree of comparison</i>)</p> <p>4.9 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait perbandingan jumlah dan sifat orang, binatang, benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<ul style="list-style-type: none"> • Fungsi sosial Mengidentifikasi, mengenalkan, memuji, mengkritik, mengagumi. • Struktur teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur kebahasaan <ul style="list-style-type: none"> - Kalimat perbandingan positif, komparatif dan superlatif dengan: <i>as ... as, -er, -est, more ..., the most ...</i> - Perbandingan jumlah: <i>more, fewer, less</i> - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Perbandingan orang, benda, binatang di kelas, sekolah, rumah, dan sekitarnya yang dapat menumbuhkan perilaku yang termuat 	<ul style="list-style-type: none"> - Menyimak dan menirukan guru membaca interaksi yang menggambarkan perbandingan jumlah dan sifat orang, benda, binatang, dengan ucapan dan tekanan kata yang benar - Menjawab pertanyaan dengan menggunakan informasi yang terdapat dalam teks, secara lisan. - Mendeskripsikan perbandingan jumlah dan sifat orang, benda, binatang yang tampak dalam dua gambar yang berbeda - Bertanya jawab untuk membandingkan orang, benda, binatang yang mereka ketahui di rumah, sekolah dan sekitarnya - Membuat beberapa teks pendek dan sederhana membandingkan orang, benda, binatang yang mereka ketahui - Saling menyimak dan bertanya jawab tentang teks masing-

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Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
	di KI	<p>masing dengan teman-temannya</p> <ul style="list-style-type: none"> - Melakukan refleksi tentang proses dan hasil belajarnya
<p>3.10 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/ tindakan/ kegiatan/ kejadian yang dilakukan/terjadi, rutin maupun tidak rutin, atau menjadi kebenaran umum di waktu lampau, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan simple past tense)</p> <p>4.10 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/ tindakan/kegiatan/ kejadian yang dilakukan/terjadi, rutin maupun tidak rutin, atau menjadi kebenaran umum di waktu lampau, dengan memperhatikan fungsi</p>	<ul style="list-style-type: none"> • Fungsi sosial <ul style="list-style-type: none"> Melaporkan, menceritakan, menjelaskan kejadian yang dilakukan/terjadi, di waktu lampau. • Struktur teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur kebahasaan <ul style="list-style-type: none"> - Kalimat deklaratif dan interogatif dalam bentuk <i>Simple Past Tense</i> - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik <ul style="list-style-type: none"> Kegiatan, tindakan yang (rutin) terjadi di masa lalu di sekolah, rumah, dan sekitarnya yang dapat menumbuhkan perilaku yang termuat di KI 	<ul style="list-style-type: none"> - Membaca dan mencermati teks-teks pendek dan sederhana tentang beberapa kejadian, kegiatan yang terjadi di masa lampau - Melengkapi kalimat dengan jawaban berupa ungkapan-ungkapan yang diambil teks, dengan ejaan dan tanda baca yang benar - Bertanya jawab tentang kegiatan/peristiwa di waktu lampau yang mereka dan anggota keluarga atau temannya alami - Mengumpulkan informasi tentang beberapa peristiwa atau kegiatan di waktu lampau untuk membuat teks-teks pendek dan sederhana - Saling mempresentasikan, menyimak dan bertanya jawab tentang teks masing-masing dengan teman-temannya, secara lisan, dengan ucapan dan tekanan kata yang benar

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Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks		- Melakukan refleksi tentang proses dan hasil belajarnya
3.11 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks personal recount lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya 4.11. Teks recount 4.11.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (<i>personal recount</i>) 4.11.2 Menyusun teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (<i>personal recount</i>), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	<ul style="list-style-type: none"> • Fungsi sosial Melaporkan, mengambil teladan, membanggakan • Struktur teks Dapat mencakup <ul style="list-style-type: none"> - orientasi - urutan kejadian/kegiatan - orientasi ulang • Unsur kebahasaan <ul style="list-style-type: none"> - Kalimat deklaratif dan interogatif dalam <i>Simple Past tense</i> - Adverbia dan frasa preposisional penunjuk waktu: <i>yesterday, last month, an hour ago</i>, dan sebagainya. - Adverbia penghubung waktu: <i>first, then, after that, before, at last, finally</i>, dan sebagainya. - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Peristiwa, pengalaman yang terjadi di sekolah, rumah, dan yang dapat menumbuhkan perilaku yang termuat di KI 	<ul style="list-style-type: none"> - Menyimak guru membaca beberapa teks <i>recount</i> tentang pengalaman pribadi seseorang - Bertanya jawab tentang kejadian, kegiatan yang dialami secara kronologis - Menggunakan bagan alir untuk mempelajari alur cerita - Didektekan guru, menuliskan teks-teks pendek tersebut dengan tulisan tangan. - Melengkapi ringkasan pengalaman tsb. dengan kalimat-kalimat yang diambil teks, dengan ejaan dan tanda baca yang benar - Mengumpulkan informasi tentang pengalaman pribadi di waktu lampau untuk membuat teks-teks pendek dan sederhana - Saling mempresentasikan, menyimak dan bertanya jawab tentang teks masing-masing dengan teman-temannya, secara lisan, dengan ucapan dan tekanan kata yang benar - Melakukan refleksi

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Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
		tentang proses dan hasil belajarnya
<p>3.12 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk pesan singkat dan pengumuman/pemberitahuan (<i>notice</i>), dengan memberi dan meminta informasi terkait kegiatan sekolah, sesuai dengan konteks penggunaannya</p> <p>4.12. Teks pesan singkat dan pengumuman/pemberitahuan (<i>notice</i>)</p> <p>4.12.1 Menangkap makna secara kontekstual terkait dengan fungsi sosial, struktur teks, dan unsur kebahasaan pesan singkat dan pengumuman/pemberitahuan (<i>notice</i>) lisan dan tulis, sangat pendek dan sederhana, terkait kegiatan sekolah</p> <p>4.12.2 Menyusun teks khusus dalam bentuk pesan singkat dan pengumuman/pemberitahuan (<i>notice</i>), sangat pendek dan sederhana, terkait kegiatan sekolah, dengan memperhatikan fungsi sosial, struktur teks,</p>	<ul style="list-style-type: none"> • Fungsi sosial Memberi informasi tindakan dilaksanakan sesuai yang diharapkan. • Struktur text Dapat mencakup: <ul style="list-style-type: none"> - Judul atau tujuan pengumuman - Informasi rinci yang diumumkan • Unsur kebahasaan <ul style="list-style-type: none"> - Ungkapan-ungkapan yang lazim digunakan dalam pengumuman yang berbeda-beda - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Kegiatan, kejadian, peristiwa, dan hal penting bagi peserta didik dan guru yang dapat menumbuhkan perilaku yang termuat di KI • Multimedia Layout dan dekorasi yang membuat tampilan teks lebih menarik. 	<ul style="list-style-type: none"> - Membaca dengan suara lantang setiap pengumuman/pemberitahuan, dengan ucapan dan tekanan kata yang benar - Menyimak untuk menemukan perbedaan dan persamaan dari beberapa pengumuman/pemberitahuan pendek dan sederhana, dengan menggunakan tabel analisis - Mempelajari contoh dan kemudian mempresentasikan hasil analisis tersebut di atas secara lisan, dengan ucapan dan tekanan kata yang benar - Membuat pengumuman/pemberitahuan yang lazim dibuat di kelas dan sekolah, untuk kemudian ditempel di dinding kelas - Melakukan refleksi tentang proses dan hasil belajarnya

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
dan unsur kebahasaan, secara benar dan sesuai konteks		
<p>3.13 Menafsirkan fungsi sosial dan unsur kebahasaan dalam lirik lagu terkait kehidupan remaja SMP/MTs</p> <p>4.13 Menangkap makna secara kontekstual terkait dengan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMP/MTs</p>	<ul style="list-style-type: none"> • Fungsi sosial Mengembangkan nilai-nilai kehidupan dan karakter yang positif • Unsur kebahasaan <ul style="list-style-type: none"> - Kosakata dan tata bahasa dalam lirik lagu - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Hal-hal yang dapat memberikan keteladanan dan menumbuhkan perilaku yang termuat di KI. 	<ul style="list-style-type: none"> - Membaca, menyimak, dan menirukan lirik lagu secara lisan - Menanyakan hal-hal yang tidak diketahui atau berbeda - Menyebutkan pesan yang terkait dengan bagian-bagian tertentu - Melakukan refleksi tentang proses dan hasil belajarnya

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